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ABSTRACT

This document contains 20 edited presentations, each in a two-page digest-like format, from the 1998 conference of the Association for Experiential Education (AEE). Presentations are: (1) "Adapting Equipment and Teaching Methods for Persons with Disabilities" (Cindy Dillenschneider); (2) "Adventure Programming and Facilitating When You Don't Know Your Participant Is a Survivor of Sexual Abuse" (Denise Mitten); (3) "Body Stories: Experiential Learning for Women's Body Image and Eating Problems" (Lisa West-Smith); (4) "A Case for International Education in AEE and Some Suggestions for How To Get Started" (Tom Lindblade); (5) "Chasing the Buddha: Bringing Meditation to Experiential Education" (Will White); (6) "Everybody Wins: Utilizing Experiential Activities with Athletic Teams" (Gregory Dale, Scott Conant); (7) "Experiential Education in Urban Community-Based Organizations" (Rebecca Carver); (8) "Experiential Therapy with Homeless and 'Street' Youth" (Karin Kallander, Laura Levings, Matthew E. Houghton); (9) "Exploration with a Corporate Navigator: 'From Wingtips to Birkenstocks'" (Russ Warmath); (10) "Facilitating Defining Moments for Others" (Relly Nadler, John Luckner); (11) "Four Step Model for Experiential Counseling" (Vonda Long, David Scherer); (12) "GOAPE: An Urban High School Program Out beyond the Concrete" (Steve Hagler); (13) "The Impact of Diversity Issues on Risk Management" (Nina S. Roberts, Sky Gray); (14) "Interagency Collaborative Training" (L-Jay Fine); (15) "The Logic of Action in Experiential Education: Starting Where the Learner Is (Assuring Children of Their Inestimable Worth)" (Donald F. Webb, Jr.); (16) "Making Sense of Outdoor Management Development (OMD): Comparing Participants' Views of OMD with the Received Wisdom" (Phil Donnison); (17) "Pathways to Transformation" (Bob Henderson, Pamela Cushing); (18) "The Psychology of Human Performance" (David A. Thomas); (19) "Walk the Talk: 'Tracking' Team Performance" (Scout Cloud Lee, Jan Summers, Carol Ann Washburn); and (20) "Who Is Least Likely To Visit Natural Areas and Participate in Outdoor Experiential Education Programs; What Are the Barriers; and How Can Barriers Be Broken?" (Patrick T. Tierney, Rene Dahl). Most entries contain references. Appendices include experiential activities to highlight team strategies, strategies for addressing diversity issues related to risk management, and instructions for constructing a nature journal. (SV)

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ADAPTING EQUIPMENT AND TEACHING METHODS FOR PERSONS WITH DISABILITIES

Cindy Dillenschneider, M.S. Ed.

Social justice, civil rights, universal access; these concepts are tied directly to the heart of the vision and diversity statements of the Association for Experiential Education. We believe in the concepts but we sometimes feel inadequate or unprepared to address them when it comes to the needs of students with disabilities attending our programs. We must know we are capable of adapting in order to have the courage to try.

Adaptations are second nature to us. We adapt when our hands are full and we need to open a door, or when it is dark and we need to find the bathroom. But, when we are taken out of our comfort zone and face something we have not faced before, we often slam up against the walls of "it can't be done" or "I don't know how." To meet the adaptation needs of persons with disabilities, immerse yourself in *possibility thinking*, and have at it.

When adapting equipment, there are a few universal principles to keep in mind. First, utilize the strengths of the individual you are working with. He or she may have knowledge, skills, and strengths that will contribute to the solution. Neither of you needs to be an expert, but you do need to listen carefully to each other and respect each other. Second, modify equipment only when necessary. A person with a disability does not necessarily need adapted equipment. Third, individualize all modifications. People with the same disability do not necessarily have the same needs. Fourth, keep adaptations to equipment as close to the original equipment as possible. Adaptations lose some of their appeal as the user becomes a public spectacle using a new gadget. Finally, encourage possibility thinking. There is a way to provide access to all activities if you believe there is.

Adapting equipment for short-term use is often as easy as visiting a hardware store or stripping parts from an old bicycle. Permanent adaptations can often be accomplished in a well-equipped wood or metal shop of a neighbor. If equipment modification is needed, consider adapting the size, weight, texture, color or shape. Changing the location of the center of mass, enlarging or reducing the base of support or changing the amount of friction, or counter-weighting may be additional options.

A practical example might be the need to improve a surface to be grasped such as the shaft of a kayak paddle. Is it possible to change the surface texture to increase friction? Cover the surface with a sticky rubber grip tape used for wrapping handles of sporting equipment or use hook and loop material. Is it possible to change the size of the surface to be gripped? Increase the size of a tubular surface by securing a piece of closed-cell foam pipe insulation around it or by wrapping it with grip tape. Is it possible to locate the gripping surface by touch? Change the texture or add a "marker" that slightly changes the shape of the surface so it can be identified easily. Is it important to rapidly identify a certain location on a piece of equip-

ment? Use contrasting colors or obvious texture differences.

An example of a more developed adaptation is changing a foot control on a coastal or sea kayak to a hand or paddle shaft control. This type of adaptation broadens the range of participation in coastal kayaking for persons with lower limb paralysis or motor control. It also provides access to the use of a rudder, usually a foot controlled device, helping the paddler conserve energy. This is an option for someone with reduced muscle function and control. A great resource for paddling adaptations is *Canoeing and Kayaking for Persons with Physical Disabilities*, which is listed in the technical resources at the end of this monograph.

While it is impossible to provide a significant number of specific adaptations in this short monograph, I suggest you brainstorm on your own or with a friend and try your ideas out for yourself. Chose any activity and attempt to find adaptations that will make this activity accessible assuming limitation in any of the following areas: hearing, balance, strength and endurance, sight, attention, cognition, use of arms and/or hands, use of legs and/or feet, flexibility or range of motion, trunk positioning or control. Expand this list. Expand your brainstorm to other activities. Experiment with your ideas, but use caution when attaching a piece of equipment to an individual or attaching an individual to a piece of equipment.

Before trying your ideas on an unsuspecting student, learn about his or her abilities and disability. You can cause serious injury if you are not aware of the complications of some disabilities. For example, because many people with spinal cord injuries do not have sensation in the affected areas of their bodies, they may be unaware of damage being done to skin and deeper tissue by friction, pressure, heat or other methods. In just a couple of hours, by sitting on a small buckle or wrinkled clothing, skin and deep tissue damage could be sustained that would require surgery and put an individual in the hospital for several weeks or months lying on his or her stomach. This could be a devastating setback to that individual financially, professionally, academically or emotionally. **Read, ask questions, pay attention to detail, and seek advice from professionals in the field.** When you are working with a person whose disability is unfamiliar to you, guidance from recreation therapists, mental health professionals, occupational therapists, and physical therapists can be invaluable.

When adapting teaching methods, principles outlined above are the same. The one significant change is to modify your method when it makes the learning *easier* for your student rather than adapting only when *necessary*. Another principle commonly used by most experiential educators is to engage the whole person.

To expand on this idea, consider teaching using multiple senses: kinesthesia, proprioception, olfactory, gustatory, vision and hearing. Create learning opportunities that capture the imagination and emo-

tion of the learner. Explore the personal motivation of the learner and involve them in the process of creating the educational experience. Focus your attention on the individual's needs and desires rather than worrying about your performance or how something is usually taught. I recently taught map-reading skills in a backpacking course. One of the students in the class was blind. After a quick trip to the hardware store for string and glue, I was able to transpose a standard USGS topographic map into a map on which topography could be read through touch. My first attempt at this didn't look very good, but it worked well. Be sure to adjust the sequence, speed and expected outcomes of the lesson to fit the person you are teaching.

When working with people with disabilities, don't be afraid. Most of us have the same underlying needs and desires: to be valued and loved, and to make a contribution to life. We also have the same fears: rejection, worthlessness, being a burden to others, of having others perceive us as foolish or incompetent. Recognizing our humanness can help us all get beyond the discomfort of the unknown.

To gain confidence, raise your awareness. Spend time with people with disabilities, read personal accounts written by persons with disabilities, read about disabling conditions and the associated complications of these conditions. Imagine yourself in the shoes of others whose lives are different than yours. Imagine their family life, their social life, their dreams, their profession, their children, parents or siblings, their ability to live independently as adults. Engage in activities where persons with disabilities are involved along with non-disabled persons, build friendships and ask questions.

Along with conquering your fear comes the need to believe in the abilities of people with disabilities. None of us want to be pitied. Pity so often comes packaged in the helpfulness of our teachers.

All of us have abilities — more abilities than we have disabilities. Engage with your student as a whole person. Recognize their strengths of body, character, spirit and mind. Work hard to get to know your student and not just her or his disability. People with disabilities are doctors, actors, physicists, pilots, writers, parents; they are full members of our communities. Once we learn to believe in the whole person, we can see the disability in perspective; then our teaching becomes honest.

Any adaptation to equipment or teaching methods should be undertaken with true respect for the individual you are working with. Use your head to create safe and effective adaptations. Use your heart to understand the other person's perspective before launching into "have I got a plan for you." Finally, remember to work with the person for creative solutions. Meeting an individual's needs is built on possibility thinking and an open mind. Look to yourself and your students for the answers; you will create successful outcomes.

Technical Resources

When you begin to make specific adaptations to equipment, go to your local hardware store, machine shop, technical school or call a plastics manufacturer. Explain your needs and parameters; the materials are out there, already in use by someone — you just have a different application. Some additional resources I have found helpful are:

Havens, Mark D. (1992). *Bridges to Accessibility, A Primer for Including Persons with Disabilities in Adventure Curricula*. Hamilton: Project Adventure, Inc.

McMaster-Carr Supply Company Catalog
P.O. Box 4355
Chicago IL 60680-4355

O'Leary, Hal. (1994). *Bold Tracks, Teaching Adaptive Skiing*, 3rd Edition. National Sports Center for the Disabled.

Professional Ski Instructors of America, (1997). *Adaptive Manual*. Lakewood: Professional Ski Instructors of America Education Foundation.

Webre, Anne W. and Zeller, Janet, (1990). *Canoeing and Kayaking for Persons with Physical Disabilities, Instruction Manual*. Newington: American Canoe Association, Inc.

Program Resources

Breckenridge Outdoor Education Center
P.O. Box 697
Breckenridge, CO 80424

Challenge Alaska
P.O. Box 110065
Anchorage, AK 99511

Environmental Traveling Companions
Fort Mason Center
Landmark Bldg. C
San Francisco, CA 94123

SIPORE
699 East South Temple, Suite 120
Salt Lake City, UT 84102

Wilderness Inquiry
1313 5th St., SE
Suite 327 A
Minneapolis, MN 55414

Additional References

Hockenberry, John, (1995). *Moving Violations, War Zones, Wheelchairs, and Declarations of Independence, A Memoir*. New York: Hyperion.

Nagler, Mark, (Ed), (1993). *Perspectives on Disability 2nd Edition*. Palo Alto: Health Markets Research.



ADVENTURE PROGRAMMING AND FACILITATING WHEN YOU DON'T KNOW YOUR PARTICIPANT IS A SURVIVOR OF SEXUAL ABUSE

Denise Mitten

To many outdoor leaders and educators, the wilderness represents home. Many people choose this profession in order to help others receive the gifts of the wilderness and experience the joys of "coming home." Personal growth using these techniques has often been related to participants completing challenges.

In contrast, for a person who has been sexually abused, the challenge of a ropes course element or initiative or an outdoor situation can make her or him feel "out of her or his element" and trigger feelings of fear, being out of control, or invasion. These experiences can trigger memories and put the survivor in a situation that feels like domination and control by another person.

A leader's understanding of possible reactions that survivors of sexual abuse (hereafter referred to as "survivors") may have to a ropes course or wilderness experience and to group interactions can greatly influence the success of the experience for everyone.

This information is intended to create an awareness for leaders and facilitators who work with groups that include general populations of women and men. Studies show that at least 38% of girls and one out of every seven boys is sexually abused by someone designated as a caretaker before the child is 18 years old. Every 45 seconds a woman is raped. Therefore survivors are likely to be on most all outdoor and other experiential programs—perhaps as many as one out of every three participants may be survivors.

Long-term effects of sexual violence

Long-term effects of sexual violence are pervasive. Survivors may go through many healing times, only to find that issues surface again. Some survivors go through life not remembering the incident(s) until or unless an unusual experience triggers memories. Ropes course experiences, outdoor trips, and initiatives are designed to be "unusual." Therefore these experiences have high potential to trigger memories.

Some long-term effects of sexual violence commonly faced by survivors, with examples of ways each of these issues may surface, are listed below.

- *Flashbacks or re-experiences of emotions or physical sensations of the abuse.* Being tied into a rope may trigger lack of control or fear as the survivor may have been tied for the abuse. Blindfolds can trigger fear because the abuse may have occurred in the dark and/or she may have had a hand or handkerchief covering her eyes.

- *Dissociation or a separation of mind, body, and spirit, including a "numbing" of emotions.* When in a situation that is scary for a survivor, dissociation can occur. She may not trust or adequately assess her fear level, appearing to have too great or too little fear for the situation.

- *Control over one's environment or one's choices.* Some survivors feel that when there are too many unknowns (what will the

weather be, who will carry what, how will we find camp, will we have enough food) they feel anxious and fearful. This may result in behavior that looks "controlling" such as hoarding food, asking many questions, carrying more than her/his share, or else may manifest as complete ambivalence about schedule and rules.

- *Anger/rage.* Most survivors feel deep anger or even rage about their experiences. However, many women turn their anger inward. Behaviors such as eating disorders, belittling oneself, depression, self-mutilation, acting out sexually can indicate anger turned inward. In experiential situations designed to call forth emotions, anger either turned outward or inward may be exaggerated in survivors.

- *Shame.* Survivors may feel they somehow caused or could have prevented the abuse. Survivors may believe that failure on an initiative or a summit attempt was their fault. Survivors can feel shame for not knowing rules or how to do tasks before the tasks are taught or explained.

- *Trust.* Survivors have had trust violated. They may not understand trust or may not be trusting of others, which can make it hard for them to relate to the facilitator, other group leaders, and/or other group members.

- *Boundaries.* Survivors have had their boundaries violated dramatically. The impact often is either blurred or rigid boundaries. For example survivors may be prone to more disclosure than appropriate (physical and emotional) for the level of relationship. This can be off-putting for some group members and cause splitting, cliques, or scape-goating. Some survivors have difficulty saying no; others say no most of the time, creating a rigid boundary.

Participation considerations

In corporate groups, school groups and others, clients cannot necessarily self-select out of an experience. The CEO may expect 100% participation. Mitten (1996), Rohde (1996), and Lenskyj (1995) have written about their concerns of ethics and the practicality of using challenge oriented programs for girls and women.

For adolescent survivors, the risk of speaking up to opt out of an experience may feel too great. Also, it is common for adolescent girls and women to not want to show their body in a co-ed group. Adolescent girls often decide to become less physical. Girls are usually far more concerned with fitting in than with expressing individual voices. One way an adolescent girl can opt out of an experience is to influence all the girls not to want to participate. Therefore a survivor can orchestrate a complete "participation rebellion." From her point of view and from a mental health perspective, given the constraints of the situation, the survivor is exhibiting creative and positive self-respecting behavior. However, this outcome may confuse or irritate a facilitator.

The utility of challenge

Challenge is possibly a "sacred cow" in experiential education. Many experiential educators like challenge and see benefits from challenging experiences. I suggest reconstructing challenge. Does climbing the wall, even if "afraid" mean "success" and that the participant has overcome her fear? Does forcing oneself to look comfortable being nude at a group swim indicate success? Does refraining from asking questions and "trusting" that the information needed will be given indicate success?

For example, in a challenge by choice program, is a woman applauded and cheered when she says no? Or does she get a nod and "sure, it is your choice; when you are comfortable trying the activity let me know"? The latter response indicates that she is a failure until she completes the activity, even though you "allow" her to be a failure.

Are participants given metaphors, such as climbing this wall will signify your overcoming drugs, divorce, whatever? Or are participants encouraged to use their own skills for reflection, perhaps not even using a metaphor?

Practical applications

- Touching is a part of many initiatives. Men often bond by physical "rough-housing," and touching in initiatives can fit with that norm. More often women, and especially women who have been sexually abused, find that touching early on in a relationship can feel invasive or be misinterpreted. Sometimes having non-touching initiatives or separating the group members by sex can be helpful.

- Cleanliness is often important to survivors. Being "dirty," including feeling sweaty, reminds some of their abuse and can stimulate feelings of shame and fear. Pre-think ways to introduce cleanliness early in the course and set a tone for respecting individuals' needs. Sun showers, a structure norm of hand washing before food preparation, time for relaxing and bathing, and offering other practical tips for self-care can all help support the notion of cleanliness.

- Environmental elements such as insects and weather can trigger feelings of loss, lack of control or invasion. Practical information from leaders, such as when and how to apply insect repellent, which camping spot might or might not be buggy, how to pack and use rain gear can also aid in participants being more comfortable.

- Nudity can be optional or down-played by the leaders. One leader can choose to stay clothed, modeling a non-nude option.

- Sleeping arrangements with someone of a different sex can be uncomfortable or scary. Sleeping under tarps when insects allow, encouraging same sex sleeping partners, having clear night time bathroom guidelines, and encouraging participants to sleep with flashlights and raingear can be helpful.

Summary

Some behavior in survivors may make leaders conclude that the survivor does not appreciate the group (non-desire to be touched or close, preference to sleep with one's own sex, refusal or discomfort about being nude in the group), appreciate the outdoors (fear or irritation with weather or insects), or respect low impact camping and

traveling techniques (need for cleanliness). This attitude on the part of the leader can cause scape-goating and a feeling of isolation for the survivor.

With an understanding of how experiential settings can affect survivors of sexual abuse, outdoor leaders can help women and men experience the healing qualities of nature. Through a positive experience, survivors can learn to manage themselves in environments that feel out of control. They can experience their traumatized bodies as powerful, supportive, and full of vital information. Sensitive, aware, and respectful leaders are key elements in the quality of the outdoor experience.

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BODY STORIES:

Experiential Learning for Women's Body Image and Eating Problems

Lisa West-Smith, Ph.D., LSCW

INTRODUCTION

This summary begins with an excerpt from a guided imagery exercise and continues with instructions for and discussion of some experiential learning activities designed to address women's body image and eating problems. Readers are invited to adapt these activities for use as an exercise in personal exploration before employing them in group settings. You might wish to find a private space to work, gather some writing or drawing supplies and allow yourself an hour or so for quiet reflection.

Italics denote activities or portions of activities.

Guided imagery exercise Please sit down in a comfortable chair, or lie down on the floor on your back. Let's begin this exercise with some deep breathing and stretching to help you relax. So just relax, and close your eyes, and focus on your breathing, your body and the sound of my voice. There is no need to attend to any other sounds. Just relax, and take a deep breath in and hold it 1....2....3....4 and exhale slowly. Relax. Let your belly rise up as you inhale deeply and hold it 1....2....3....4 and exhale slowly. Relax. Now let's begin to imagine ...

A story or the story of your body For this activity you can use crayons, paints, glitter, pencils, markers, chalk, leaves, stones, sticks, pictures, symbols, images and/or words. What I would like for you to do is to draw a story or the story of your body. Draw your stories on these large sheets of Kraft paper however you like; any way that you want to do this is a right way. Please take about 20-30 minutes to work on your story. Sometimes people like to talk about their stories afterwards, and sometimes people just like to hear what others have to say. We can take some time for that here today if we want to.

What story comes to mind for you? Go ahead and draw your story. How is that story related to how you feel about your body now?

An introduction of strengths The author wishes to thank Anthony Curtis of Adventureworks, Inc. in Kingston Springs, TN for the inspiration for this activity. Everyone please find a partner. The first person in your pair can take up to three minutes to act out things that you like or "strengths" of your body. You may demonstrate with movements and gestures BUT NOT WITH WORDS — sort of like charades. Act out for your partner as many things as you can in three minutes. Your partner should ask you if she got them right after the time is up. Then switch roles and repeat by letting the other partner act out for three minutes. When we get back together as a group, you will introduce your partner by first name and body "strengths."

What are some of your body strengths? Write them down. How could you demonstrate these strengths with movements and gestures?

DISCUSSION

The research and clinical practice experience that informs the activities presented in this paper are drawn from a primarily female population. It may be that this information will well serve men and boys, too, if not in dealing with their own body image and eating problems, perhaps then to provide insight into the experience of others who are immersed in these issues. As a media-inspired obsession with unrealistic and unhealthy levels of thinness reaches epidemic proportions, it is very likely that many experiential educators either have or will have the opportunity to work with some of the 85% of American women who are commonly reported to be on a diet at any given time. Educators, therapists and others interested in using the activities described here are encouraged to consider their use of terminology, personal and professional contexts for application, and processing issues such as time constraints and psychological depth.

Terminology

When I say body image and eating problems, I mean that to include what are often referred to as body image distortion and dissatisfaction and the eating disorders clinically known as anorexia nervosa, binge eating disorder and bulimia nervosa (American Psychiatric Association, 1994). Use of these widely recognized medical terms provides a clearer picture of specific symptomology than does the terminology "body image and eating problems," but such clarity occurs at the risk of further "medicalizing" and personal "pathologizing" a widespread phenomenon that may be better described as cultural (Bloom, Gitter, Gutwill, Kogel & Zaphiropoulos, 1994; West-Smith, 1997a). The social justice implications (Warren, 1998) of both sets of terms in their potential emergence as facilitator language are topics that warrant further attention.

Contexts for application

These activities have been utilized in work with women in individual psychotherapy, during women's body image retreat programs and in an undergraduate special topics psychology course. In each of these contexts, the rationale and/or goals for including them have varied (Priest & Gass, 1993). For example, in individual psychotherapy, A story or the story of your body provides client and practitioner deeply meaningful historical information in written form and an experiential mode of communication. In a women's retreat program, this same activity serves to encourage both introspection and dialogue in movement from literal to more symbolic means of understanding and improving body image. In the classroom setting, A story or the story of your body is utilized to provide undergraduate psychology students an opportunity for increased self awareness in terms of their own body image and to introduce the idea that certain activities can be processed at different levels of psychological depth (Ringer & Gillis, 1995).

Processing issues

Two processing issues that warrant additional discussion are adequate time and level of psychological depth. Group size and group goals are important factors that influence time for and depth of processing. In our experience, an Introduction of strengths works especially well for groups of less than 8-10. This group size seems to contribute to a comfortable sense of having plenty of time for each person to introduce and describe their partner. Additionally, this activity can serve as a starting place for moving toward a deeper level of probing and perhaps into the realm of therapy (West-Smith, 1997b). For example, facilitators of this exercise in a classroom setting might simply say "awesome," or "thank you" and encourage the next pair to begin their introductions, while facilitators of an Introduction of strengths in a retreat program with a therapeutic goal might ask questions like "what was it like for you to try to think of something you like about your body?" or "how do you feel right now to hear someone describe you only on the basis of your physical self?"

Further discussion of additional contexts for application and processing issues of time and depth should strengthen the usefulness of these experiential learning activities for women's body image and eating problems.

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A CASE FOR INTERNATIONAL EDUCATION IN AEE AND SOME SUGGESTIONS FOR HOW TO GET STARTED

Tom Lindblade

Individuals and commerce can move around the globe with greater and greater ease. Electronic communication puts practically every place in the world just seconds away. A true global society has begun to form. Americans seem ambivalent about these changes. On the one hand, 88% of people recently surveyed in the U.S. said that the ability to live among people with different backgrounds is essential or very important; on the other hand, they rated the study of languages as the lowest priority of all school subjects. It seems that there is a growing consensus as to the need for learning to live in this shrinking world, but little agreement on how best to teach the requisite skills. It is clear that if we are to help people to learn to live with people of other cultures and backgrounds, we must approach the problem from a number of different directions.

One significant way in which experiential educators can prepare our students/clients for living in the new millennium is through international experiences, both short and long term. The principles of experiential education can be applied in the context of visiting and immersion in another culture. The elements of risk/challenge, direct experience, processing and reflection can all be made important elements of an international experience. It is also easy to include additional significant academic learning to provide a fully rounded field experience.

Over the past twenty five years, I have had the opportunity to plan and lead over 25 international courses, visiting over thirty countries. During that time I have been able to personally witness the power that contact with another culture has to influence the lives of all involved. One recent example involved our guide in South Africa in the summer of 1997. Ian, a master guide, and typically "stiff upper-lip" South African came to our campfire with a bit of moisture in his eyes our last night before returning to Johannesburg. He told the group that his view of Americans had been forever changed. Ian said that prior to meeting us, his perception (and that held by his guide colleagues) had been that Americans were demanding, distant and rich. From our students (ranging in age from 18-73) he had experienced that Americans could be accepting, human, and generous.

This past summer in Zimbabwe, on a Sunday morning, several students asked if it would be possible to attend a church service after our morning hike. The guides were able to arrange a visit to a small Catholic church at a mining company-town at the end of the hike. The church was a small, exceedingly simple concrete building with not much more than basic wooden pews and an altar. Everyone was welcomed for the choir practice and the service itself. The choir had nothing but a tambourine and a drum, but the music they made was absolutely amazing. The warmth and welcome from the adults and children was a true transcultural experience. I think that from that moment on, our students (most of whom are actually adults in their forties and fifties) will never look at people with little in the way of

material things the same way again. It is hard to know what the effect of these contacts will be, but multiplied by thousands, they are probably capable of creating many new kinds of international relationships.

Historically, the focus of AEE has been on outdoor adventure within the borders of North America. Traditionally AEE has not treated international education as a part of Experiential Education. About the only international program presently visible in AEE is Play for Peace, which is an excellent program with great potential, but one wonders why there has not been more movement in international directions. It seems to me that AEE can bring a unique and necessary viewpoint to international education because of our focus on expeditionary learning, creative risk taking, risk management, processing and reflection.

Perhaps AEE's lack of international programs is the result of focusing too narrowly on outdoor adventure activities. It may be that what is needed is simply a change in focus. I believe that we must broaden our definition of adventure to include the idea that any experience with an uncertain outcome (such as an international experience) is an adventure. These adventures are significantly enhanced by using the tools of experiential education. In addition, by working with other academic and outdoor disciplines we can create allies and supporters who bring their own unique perspectives to our practice. These relationships are extremely helpful to have around when political and budgetary decisions are being made.

The means for creating significant international opportunities exist in many experiential programs. Here are some thoughts about how to approach a first international offering:

1. **Think small.** Field and Experiential Learning at College of DuPage currently offers about eighteen international courses each year, but we started with only one such course in the summer of 1978. Then, as now, starting may be as simple as deciding that this is what you want to do, and then thinking about what unique capabilities and challenges for offering such an experience there might be in your organization.

2. **Fill out a Risk Management Form.** A good risk management form will help you think through and plan for the risks that will be encountered.

3. **See your first experience as a shakedown.** It is important to realize that you will make mistakes (we continue to make mistakes 25 years later). It is important to learn as much as possible from this first experience. If you do, you will make fewer mistakes in the future.

4. **Seek out allies and co-leaders.** An interdisciplinary approach is best. One of the major limitations to this is the cost of transporting instructors on field trips. However, the benefits are enormous as mentioned previously. I have occasionally seen a tendency in some

programs to limit leadership to only the core of the experiential program. This is a serious tactical error. At College of DuPage we now have more than forty full time faculty from a wide variety of teaching disciplines who have taught or participated in international programs. This has provided us a huge base of support, and allows us to expand our offerings far beyond anything originally contemplated.

5. Limit your objectives. Pick a destination that does not pose major logistical problems such as significant language and cultural barriers. Start with only one limited program. Our first international program was a summer course called "Hut Hopping in Austria," named after the Sierra Club Book of the same name. Airfares to Europe were very inexpensive, and most Austrians speak English. The hut system is the most accessible in the world; it allows participants to bring a minimum of equipment, and all food can be purchased on site.

6. Choose a limited itinerary. One of our most frequent mistakes over the years has been attempting to accomplish too much. I inadvertently made this same mistake last summer in Africa. It is important to limit activities to your groups abilities, with plenty of time for individual activities and reflection. If at all possible get help on the ground. Outfitters/guides can make a tremendous difference, but will cost more. The AEE listserve has recently become a wonderful source for suggestions.

7. Whenever possible include opportunities for service. Recently, our groups have cleaned up an island in Belize and contributed to schools in Zimbabwe. This should be an important and significant part of any experiential program. It is not always possible to plan these opportunities ahead, so flexibility in taking advantage of opportunities as they present themselves is necessary.

8. Accumulate information for a budget as soon as possible. Our financial planning form is included in our materials. Time lines for things like publicity may dictate how firm a budget you can devise. Exact airfares are usually not available more than a year ahead. Frequently you will need to use your best guess. We have had to raise the price when fares change. This is uncomfortable for all involved but has never resulted in a program being canceled. It is important to use the terms "estimated cost" or "approximate cost" in marketing materials so that you are not locked in. Programs that do not charge participants directly may have to resort to other forms of financing. Many groups use participants to raise money, grants may be available, work study opportunities may exist, exchange programs may present opportunities for savings. Creativity will be necessary!

9. Have at least a rough marketing plan. Our time lines for marketing frequently start more than a year ahead, because of the necessity of having promotional materials designed and printed, and in order to get advance notice placed in our Quarterly class schedule. Your time lines may not be as long. Marketing for one program may be as simple as putting together a flyer or a poster, or as it frequently does for us, it may involve mailings, public service announcements, designed posters, etc. The best single marketing tool is word of mouth from leaders committed to making the pro-

gram happen. We have had instructors fill an international course simply by asking students in their other courses.

10. Plan experiential methodologies to be included. It is important to plan how you will structure your course, whether you call it that or not. Participants need to know up-front what to expect so that they can buy into the process. Planning should include time set aside for reflection and how will that be accomplished, when and how will academic material be presented. How will you meet indigenous people (e.g., home visits, cultural presentations, service projects, etc.). Structures can be tremendously varied.

Finally, just a short description of what a mature experiential interdisciplinary program can look like: The Field and Experiential Learning Program at College of DuPage currently offers about eighteen international/interdisciplinary short courses each year. Students have visited over fifty countries and all seven continents. Instructors from over 30 different academic disciplines have taught in the program and widely varied program models have been utilized. Part time and full time faculty members are encouraged to submit course/program proposals, and a support system has been developed that assists in program development, marketing, and finances. While cultural immersion cannot be as great in these short courses as in the more traditional semester-length residential study abroad programs, this model works better for the widest variety of our students because it is less expensive and requires considerably less time away from school and jobs.

More specifically, the model used this summer for our program in South Africa, Zimbabwe and Zambia combined on campus courses in Transcultural Studies and The Ecology of Southern Africa with an 18 day field trip. Students are required to enroll in course work, keep journals, do research and a class presentation, and write a short paper prior to leaving. People-to-people contact was encouraged.

The important point I wish to make is that the problems in putting together international programs may seem daunting at first, but when taken a step at a time, they can be quite manageable.

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CHASING THE BUDDHA:

Bringing Meditation to Experiential Education

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In Western society we tend to be on the "go" with little time for reflection on our actions. This fast paced lifestyle is increasing stress-related problems on individuals and families in our society. This way of life is also partially to blame for destruction of the ecosystem and economic exploitation. One way to slow this fast paced society down is by increasing our awareness of thoughts and actions through the ancient tool of meditation. The intention of this article is to discuss meditation, its relevance to experiential educators, and current applications in the field.

The Association for Experiential Education's vision statement is:

"To be a leading international organization for the development of experiential education principles and methodologies. Our intent is to create a just and compassionate world by transforming education and promoting positive social change."

In order for AEE to achieve its vision it can start one person at a time by encouraging each individual in the field to become a just and compassionate person. To help create a more compassionate world one must first have the skills to have peace of mind. Individuals can become just, calm and compassionate through the ancient tool of meditation. One of the oldest forms of meditation comes from the teachings of the Buddha over 2,500 years ago (Goldstein, Kornfield, 1987).

To personalize this subject for a moment, I have traveled all over the world in pursuit of experiences that would help me to be a better person. Cultivating peace and compassion was easy to do when living as a Buddhist monk in a monastery in Thailand. My greatest challenge has been to continue to cultivate my mind to be compassionate and peaceful while living in the Western society for in this society we are constantly bombarded by messages of competition and consumption via the media and economic system. In experiential education I have found many people interested in creating a more just world which led me to this field. Peace and compassion start in ones mind. Peace and compassion start at home and in the classroom.

Thich Nhat Hanh (Vietnamese Buddhist monk nominated for the Noble Peace Prize by Martin Luther King, Jr.) in his book *"Peace is Every Step"* wrote,

"With clarity, determination, and patience-the fruits of meditation-we can sustain a life of action and be real instruments of peace". (p.99)

It is clear that AEE and Thich Nhat Hanh are intent on cultivating peace and compassion in the world. A useful tool for peace activists and experiential educators is meditation.

Experiential education is defined by the AEE in part as a "process through which a learner constructs knowledge, skill and value from direct experience" (AEE Handbook, 1997). Meditation can be

defined as the effort to intentionally pay attention, nonjudgmentally, to present-moment experience and sustain this attention over time (Kabat-Zinn, 1991). One of the outcomes of meditation practice is enhanced awareness and focus by practitioners (Goldstein and Kornfield, 1987). By integrating meditation into experiential education programs students may be better able to absorb and retain what they are learning.

There are many varieties of meditations. For the purpose of this paper, and to be inclusive of all religious beliefs, the meditation discussed in this paper will be without the religious or ideological connotations. This type of meditation is mindfulness meditation. The primary goal of mindfulness meditation is to bring understanding into one own actions and thoughts by developing a calm and focused mind (Kabat-Zinn, 1991).

Mindfulness meditation is the practice of attending to the wide range of changing objects of attention while maintaining moment to moment awareness (Goldstien, Kornfield, 1987). The formal technique is usually focused on one's own breath, the rising and falling of one's abdomen or the feeling of air through the nostrils. A period of time of 20 minutes to one hour per day is helpful for a beginner. It is practiced sitting, in an upright manner, legs crossed, eyes slightly open or completely closed and back straight. The practice is to be aware of noise, thoughts or distractions, while focusing on one's breathing. The practitioner continues to follow the breath while observing distractions that come in and out of the mind. The challenge is continually bringing one's mind back to the direct experience of the breath by not following thoughts.

Meditation can be informally practiced in a variety of settings as diverse as driving a car or eating. The informal practice simply involves taking several deep breaths when feeling overexcited or agitated. This action slows thoughts down by focusing on the constant flow of the breath. Eating meditation is as simple as eating without talking and focusing on the taste and texture of the food. It is to fully experience the food without distracting talk or rushing through the meal. Meditation is simply attending to one activity and focusing on all the aspects of that one activity.

Meditation may sound like an easily accomplished task, but it requires dedication and commitment in order to maximize one's awareness of thoughts, feelings, and attachments while keeping focused on the breath. It is beneficial to learn meditation from a skilled teacher in order to learn proper techniques.

In the last ten years there have been a number of articles and books written on meditation as an effective treatment of stress related disorders such as chronic pain, anxiety disorders, and high blood pressure (Benson, 1985; Kabat-Zinn, 1991). Meditation is being recommended as an adjunct to psychotherapy and as a substitute for psychotherapy (Epstein, 1995). Meditation is clearly a health benefit

that allows people to reflect on their thinking before it increases stress (Benson, 1985; Kabat-Zinn, 1991).

A review of literature in the experiential education field reveals a promising number of articles on the specific use of meditation in the classroom or the field. Most recently, Trunnell, White, Cederquist, and Braza (1996) studied the usefulness of meditation in learning activities. They studied two groups of students, one group was taught mindfulness meditation and the other was not. The two groups did identical classroom and field activities including weekly overnights. They concluded that students who meditated felt "less bored and more engaged" than the control group. The study further concluded that by decreasing boredom, one "optimizes arousal and information acquisition." Meditation does this by increasing focus, according to the study. The use of meditation in experiential education should continue to be studied, as it appears to enhance the skills of students and practitioners.

Currently at Summit Achievement, a therapeutic adventure program based in Stow, Maine, the use of meditation is being integrated into the experiential education. Students and staff are educated on a variety of meditation techniques. Every day of the program there is an hour of silence for meditation. During the expedition phase of the program, students hike in silence for the first hour of each day. Students learn to use mindfulness meditation when eating and walking, and during times of conflict. By the time a student reaches the retreat phase (three days when students are on their solo) they have experienced a variety of forms of meditation and practiced it daily.

In a recent debrief from retreat one student, who had a history of violence remarked, "meditation helped me from having my mind run amuck as it has in the past. I had times when angry on retreat so I meditated. Instead of busting things up I meditated on my anger and saw that it was really fear of being alone when I saw it was my fear making me angry I was no longer angry but sad."

Conclusions

The field of experiential education can be enhanced through the use of meditation. It has been shown as a useful tool to help students absorb information and increase awareness of thoughts and actions. Perhaps, more importantly, it may help practitioners of experiential education to become more just and compassionate people. The continued use of meditation in the field of experiential education should be encouraged, supported and studied.

"Real strength is not in power, money, or weapons, but in deep, inner peace."

— Thich Nhat Hanh

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EVERYBODY WINS:

Utilizing Experiential Activities with Athletic Teams

Gregory Dale and Scott Conant

The "win at all cost" or "winning is everything" mentality has long been a pervasive philosophy of American society (Coakley, 1998). And according to Anshel (1997), this overemphasis on winning often leads athletes to do and say things they might not otherwise do under situations where the pressure is not as great. There have also been countless examples of athletes doing whatever it takes to win. Using performance enhancing drugs, corking baseball bats, committing recruiting violations, fighting, and other forms of unsportsmanlike conduct are just a few examples.

In addition to deviant behavior on the field, there are several other aspects of the process of athletic performance that can be affected by the pressure to win at all costs (Martens, 1987). These include athletes' ability to effectively communicate with teammates and coaches, their ability to sensibly resolve conflicts, and the level of trust and camaraderie they have within team situations. Effective communication is an essential component for teams to be successful (Yukelson, 1997). The ability to communicate effectively pays dividends not only on the playing field but also is critical to developing harmony off the field. Successful teams have well developed, open and honest lines of communication between coaches and players and among teammates. Not surprisingly then, effective communication is one of the best ways to avoid and address conflict. When athletes do not communicate effectively, words both said and unsaid can be easily misinterpreted. Miscommunication and misinterpretation of messages are two of the biggest causes of conflict.

Trust and the feeling of camaraderie are also essential to athletic team success. Athletes must be able to depend on each of their teammates to be supportive and encouraging in competitive situations. Again, open and honest communication is absolutely necessary for trust and camaraderie to occur. Coach Rick Pitino of the Boston Celtics alludes to this when he says, "If you and your people can't communicate with each other, you have dramatically narrowed your chances of success. Effective communication is the best problem solver ever."

In our experience with athletic teams, excess emphasis on winning has often contributed to a breakdown in the areas of teamwork that are so essential to success. Athletes and coaches tend to lose sight of the process of playing well when their focus is on winning as the outcome. This is especially prevalent when teams measure their success in terms of wins and losses. While there are many uncontrollable factors that determine whether a team wins or not, the process of developing effective communication and conflict resolution as well as fostering trust and camaraderie are well within the realm of control for athletes and coaches.

One of the best ways to have teams learn about the importance of team building is through challenges and exercises that allow athletes to actually experience the demands and rewards of being part of a

team. Some of the activities that we have used focus on having a common goal, others on role playing, communication, problem-solving, conflict management, accountability and trust, and several combinations of these skills. The activities and challenges help the coach learn much about his or her team, such as who the leaders are, how players communicate and interact under pressure and how they handle obstacles and adversity. We have found the athletes gain insights into the team as a whole as well as learn about themselves in the process.

While the activities themselves are very important, we have found the discussion of team concepts they generate plays the key role in the success of this process. In the course of discussing the activities, we make every effort to take into consideration various learning styles the members of the athletic teams might have by using a variety of methods such as writing, large and small group discussions, role playing, and guided visualization.

The purpose of this monograph is to provide ideas for combining experiential activities with sport psychology principles that address team building issues and assist athletes in redefining success. Following is an example of a program we have used when helping athletic teams focus on the process of performing well.

The first thing we attempt to do when working with an athletic team is to determine the coach's philosophy regarding winning and the process of performing well. Most coaches indicate that they believe it is important to focus on the process of performing well. But in reality, when probed about their interactions with athletes in various situations, it becomes apparent that winning is their priority. We take this opportunity to remind them of the importance of focusing on the process and allowing the outcome to take care of itself. Two very good references you might use when educating coaches as to how to focus on the process are Martens (1987) and Vernacchia, McGuire and Cook (1996).

Once we have had the opportunity to emphasize the process of performance with coaches, we also let them know the importance of openness to the team's ideas and input without imposing their own beliefs. This is an important concept for coaches to understand because athletes will not feel free to express themselves if they are worried the coach might react in a negative way to what they say. One of the first times we conducted experiential activities with a team, a women's basketball coach was not open to her athlete's suggestions and was very defensive during the initial activity. As a result, the athletes did not feel they could be open with their comments and the subsequent activities were not very successful. In these situations, we ask the coach to allow us to facilitate the discussions and have them merely observe at times. There are also times when it is best for the coach not to be present to allow for more open discussion among the athletes. We have found coaches to be recep-

tive to this when we feel it is necessary.

In our initial meeting with the athletes, we discuss the importance of having a mission as a team. If they do not already have a mission, we help them develop one. We explain the importance of beginning with the end in mind (Covey, 1989). It is essential that teams begin their quest for success by first determining the type of legacy they want to leave behind as a group. A mission gives teams something to shoot for throughout the season. It provides them with a sense of purpose for which to strive.

We have carried out this exercise by having the members of the team project to the end of the season and have them ask questions of themselves such as, "What can we achieve if we really set our hearts to it?" or "How far can we go if everything comes together?" Teams have come up with things like Top three finish at NCAAs, Win all dual meets, and Undefeated at home.

Once their mission is established, we immediately begin focusing on the process of how they will reach their goals. We have the team develop strategies they will use every day that will allow their mission to happen. Examples of strategies have included: Improve Communication; Improve Responsibility and Discipline; Support Teammates on and off the Field and Deal with Conflicts Constructively. We then have a signing ceremony where each member of the team signs the mission statement signifying their commitment to the process. It is then framed and placed in a prominent place in the locker room or somewhere the athletes will see it on a regular basis.

Once they are clear on their mission and the strategies to achieve that mission have been developed, we have the team members participate in a competitive game where a prize is awarded to the winner (see Appendix A). Because athletes tend to be competitive, this game quickly begins to resemble "real-life" athletic situations.

Upon completion of the game, considerable time is spent discussing the experiences of the athletes during the game. The athletes usually talk about the importance of teamwork and their frustrations if not successful. At this point, the facilitators discuss the influence of the "winning at all cost" mentality and its effect on the

team's ability to focus on and enjoy the process of performing. This is a great way to help them see the importance of focusing on the strategies that will help them achieve their mission.

At this point there are a series of experiential activities we use to highlight the various strategies they have developed to accomplish their mission (see Appendix A as well as Rohnke, K. (1977) and Rohnke, K. & Butler, S. (1995) for other activities). Significant time is spent discussing these activities once they are completed to show how they relate to the team's particular situation. While there are numerous activities one might use, we have found these activities to be very successful in what we are trying to accomplish with athletic teams.

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EXPERIENTIAL EDUCATION IN URBAN COMMUNITY-BASED ORGANIZATIONS

Rebecca Carver

The research project on which this monograph is based began with an extensive literature review of experiential education theory and practice, a pilot study of a ropes course, and supplemental field work in a variety of other areas of experiential education. A preliminary conceptual framework for thinking about experiential education was then constructed. It has since been refined to reflect the findings of a multiple case study of experiential education in urban settings.¹ There was a remarkable resemblance between the key characteristics of experiential education that emerged from the early stages of this study and the key characteristics of community-based organizations (CBOs) that are effective at engaging urban youth. It is "remarkable" because the urban community-based organizations do not identify themselves as places where experiential education takes place. The research findings presented here are based on an investigation of how these urban community-based organizations implement the pedagogical principles of experiential education and achieve success both in terms of promoting youth development and achieving goals of experiential education.

After a lengthy process of preliminary site visits, interviews and getting referrals from knowledgeable sources, four sites were selected from a group of over 100 potential sites. The research sites include a center for performing arts, a youth-run newspaper, an organization devoted to empowering girls and young women, and an organization that serves youth who are "infected or affected" by the HIV virus. Data collection methods included formal and informal interviews with youth and staff, observances of formal sessions and informal activities at the organizations, and reviews of documents and products from the organizations.

The study investigated the use of experiential education in the four urban community-based organizations as a means of (a) assisting youth to become more effective change agents in their lives and communities, (b) nurturing the development of a sense of belonging among youth, and (c) fostering the development of youth's competence in a range of areas youth perceive as relevant to core elements of their lives. In other words, it addresses ways in which organizations allow youth to develop personal agency, a sense of belonging, and increased competence.²

Referred to by their pseudonyms, here is what the four research sites look like on the surface. Write On! is a professional newspaper primarily staffed by youth who are 14-24 years of age. Most of the staff come to the office on a regular basis to submit their work and discuss issues that are covered by the paper. Regular contributions to the paper are also made by youth who are being held in custody while awaiting a trial or serving time for a crime after being convicted. While incarcerated, some of these youth attend writing workshops that are run by a young woman who is a journalist and editor at the paper.

At Mosaic Center for Performing Arts, dance pieces, music, theatrical performances, and videos are produced, practiced, taught, and learned. The participant population spans several generations and is representative of several ethnic cultures. People come together from different backgrounds to form ensembles and take classes.

Youth Health Advocates provides services for all youth who are "infected or affected" by the HIV virus and is primarily staffed by youth. Workshops are held, educational programs are run, and youth are trained as political lobbyists and public speakers to ensure their voices are heard clearly in their local communities, at the state level of politics, and in national debates.

The National Organization for Female Youth offers a range of programs designed to empower girls and young women. These programs include leadership training, mentoring, support group meetings, and opportunities for youth to develop skills in mathematics, science, and sports. Youth are given the opportunity to participate in field trips that takes them out of their neighborhood to take a workshop at a women-owned business or participate in a program held on a women's college campus.

Beneath the surface, the four organizations share fundamental characteristics with more classic forms of experiential education such as Outward Bound. In each case, there is an emphasis on active learning that builds on students' experiences and facilitates the processing of experiences such that participants are able to form understandings of how to take lessons from their participation and apply them in other areas of their lives. The day-to-day behavior of staff and youth reflect the valuing of compassion, communication, critical thinking and creativity, respect for self and other, responsibility and accountability. These values dictate how activities are run, how disputes are resolved, what rules are in place, and how the organizations are managed.

There are differences between experiential education in the urban community-based organizations and experiential education in wilderness-based adventure. First, the authenticity of activities is grounded in the every-day life experiences of youth rather than being grounded in the experiences that participants have while on a course. In the urban community-based organizations in this study, staff draw heavily on the experiences that youth bring with them to the organizations. For instance, a staff member may encourage and support a journalist at Write On! to work on a story about the foster care system because the journalist has been in several foster homes. In both the urban and wilderness settings, learning is meaningful to participants because it is intellectually, spiritually, emotionally, and socially engaging and results in the satisfaction of having gained wisdom, knowledge, or skills that are of value to participants. In the urban setting, participants are not removed from their regular environment thus the learning is more directly related to other areas of their lives.

In short, staff at the urban community-based organizations serve as experiential educators by:

- consciously integrating the life experiences of youth into the curriculum;
- cultivating learning environments in which youth are enabled and encouraged to develop intellectually, socially, emotionally and physically;
- working with youth as members of a learning community;
- employing the pedagogical principles of Drawing on Experience, Authenticity, Active Learning, and Connecting to the Future;²
- providing opportunities for youth and staff to reflect on their processes of interaction and learning;
- showing a commitment to benefiting both individual youth and the societies of which they are members; and
- demonstrating the valuing of caring, compassion, inclusivity, individuality, critical thinking, and communication.

Urban community-based organizations that are most successful at fostering the development of youth agency, belonging, and competence tend to be places where youth are members for long periods of time, often participating in activities over the course of several years.³ This fact allows them an advantage over programs that last only a couple of weeks. On the other hand, the CBOs are often lacking in resources to provide some of the wonderful activities sponsored by wilderness-based adventure organizations. Therein lies a foundation for successful collaboration between urban CBOs and wilderness-based experiential education programs that could capitalize on the strengths of their differences.

When thinking about experiential education in urban community-based organizations, it can be helpful to look for the subtle counterparts to what might be blatantly obvious in the wilderness setting. For instance, on a wilderness course, instructors provide participants with opportunities to learn how to become responsible. The backdrop is often dramatic. Participants may learn how to belay each other when rock climbing or take care of each other in the event of an injurious accident. Creating structured opportunities for youth to take responsibility in urban settings is a more allusive art form. It is not enough to tell kids that they can take initiative; staff work hard

behind the scenes to facilitate the processes that youth undertake to explore how they can take responsibility, and to learn from failures as well as successes.

In the wilderness setting, experiential educators provide opportunities for participants to experience a positive struggle — one which is challenging and can result in participants feeling successful and proud of their accomplishments. Instructors may introduce group problem solving activities or lead participants on a challenging expedition. Again, the backdrop is often dramatic — a stretch of river with powerful rapids, or a mountain peak that a group will ascend. In the urban setting, staff work with the struggles that youth face in their everyday lives. Youth at the organizations in this study include high school drop-outs, convicted juvenile offenders, teenagers who are HIV positive, kids who have lived on the streets and in homeless shelters, young people who were physically and sexually abused, and youth who face a daily threat of violence, hunger, drug addiction, unwanted pregnancy, and or feelings of helplessness and isolation. A role of staff at the urban CBOs where experiential education prevails is to find and create positive aspects of the struggles these youth face; for example, in the outdoor setting, finding the positive in the struggle of being soaked by rain or a river. Staff facilitate the processes youth undertake to face their personal challenges and make sense of their struggles in a manner that allows youth to come to terms with some of the traumatic situations they have endured and feel a sense of accomplishment, inner-strength, and pride. Here too, the backdrop is often dramatic.

1. A more extensive write up of this research can be found in *Education for All: From Experience, Through Guidance and Reflection*, a doctoral dissertation by Rebecca Carver, published by Stanford University, 1998.
2. See *Theory For Practice: A Framework for Thinking about Experiential Education* (Carver, 1996) in the *Journal for Experiential Education* (19:1).
3. McLaughlin, M. W., Irby, M. A., & Langman, J. (1994). *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. San Francisco: Jossey-Bass Publishers. McLaughlin, M. W., & Heath, S. B., Research Directors; Merita Irby, Producer/Writer (1993). *Listen Up!* (an audiovisual tape) Stanford: Stanford University.



EXPERIENTIAL THERAPY WITH HOMELESS AND "STREET" YOUTH

Karin Kallander, Laura Levings, and Matthew E. Houghton

The objective of this monograph is to educate people about homeless youth, discuss how to adapt the experiential model to better serve them, and introduce the challenges of undertaking research with them.

Defining Homeless Youth

Homeless youth are individuals between the ages of 11 and 21 who are without safe, stable housing or appropriate supervision. The National Network of Runaway and Youth Services classifies homeless youth in four categories:

- Children with Parents: Homeless families.
- Runaways: More than one night away; about 40% expelled from home or "throw aways"; often many prior foster placements.
- Street Youth: More than 2 weeks away; street dependent; often involved in survival sex, criminal activity, and alcohol/drug abuse; 75% physical/sexual abuse; 60% clinical depression.
- Systems Youth: Behavior disorder/emotional disturbance; multiple placement failures, often in and out of detention facilities.

Some YouthCare demographics are as follows:

- Avg. age of first homeless episode is 14.7 years.
- The length of homelessness prior to involvement with YouthCare is 7.6 months.
- 46% are female, 54% male.
- 60% of girls and 23% of boys had been sexually assaulted at home.
- 47% of females had been sexually assaulted since being on the streets.
- 43% said their parents decided they should leave home or played an active role in the decision they should leave home. 18% were removed by authorities.
- 66% had a major psychiatric disorder.
- 48% identify as ethnic minority heritage, 32% as multi-racial.
- 43% of these youth have attempted suicide (14% is the national norm for this age group).
- 33% have been or are pregnant.
- 40% of Seattle street youth are gay, lesbian, or bi-sexual (1988).

Services

The Orion Center is a drop-in, day-use facility run by YouthCare in Seattle. Youth come to YouthCare's Orion Center to work on their GED, take a shower, meet with a case manager, eat a meal, receive health care services, attend a support group and/or just make contact with other youth in similar situations. At their request, clients are hooked up with other services in the community for counseling, housing, education and employment, thus they are multi-system clients. The T.R.E.C. Program, funded by a grant from the Governor's Juvenile Justice Advisory Committee (GJJAC) in Washington, is one of many services available at YouthCare's Orion Center. T.R.E.C. stands for Therapy, Recreation, Education, and

Community. Recruitment is consensual and voluntary. Referrals are from various agency case-workers, and, in addition, a voluntary sign-up is available for clients on a first-come, first-served basis. Activities range in length from many hours to many days. When appropriate, these activities are sequentially arranged in their level of difficulty (e.g.: from day hikes to car camping to backpacking). Ideally, there is an overall progression of activity type from recreational activities to community service projects.

At least two outcomes are expected from T.R.E.C. services: rapport building, which increases the likelihood of the client enlisting services, and a more accurate assessment of the client's mental health status. The program can provide interventions that augment treatment plans for those clients who are already seeking case management. Of course, having fun is an added outcome, we hope!

Research

Since the overarching goal GJJAC is to reduce the clients' involvement in the judicial system, we concentrate on measuring constructs related to behaviors/attitudes that in turn lead to involvement in the Judicial System. These constructs include:

- Involvement in the juvenile justice system
- Self-reported delinquency
- Attitudes about social and personal responsibility
- Self acceptance aspect of self esteem
- Self-esteem in social situations
- Opportunities and rewards for conventional involvement
- Problem solving/decision making

(derived from Catalano & Hawkins, 1992).

There are client-centered questionnaires available to reliably measure these constructs, but data collection issues arose: of 200+ clients served by our program this year, only 84 have had the patience to sit and fill out a questionnaire. To measure change meant we had to collect data from clients before and after exposure to our program. Since these clients are homeless, it is nearly impossible to have enrollment consistency. Of the 84 clients who have filled out questionnaires, only 22 have been given post-exposure questionnaires. Additionally, the literacy of our clientele is well below average and makes a written survey copious at best. Of the 22 pre- and post- test clients, only 15 filled out any part of the questionnaire correctly.

We have been collecting corroborative data from case managers and other Orion staff for measuring outcomes, but an accurate client-centered measurement alludes us for the reasons stated above. We have reduced the size of our questionnaire so it is less intimidating and time-consuming. We have started collecting qualitative information by interviewing clients who have returned to the program. Certainly, the homeless population presents some unique parameters for measuring such constructs.

The Experiential Model

We define experiential therapy as any activity that provides an opportunity to learn, grow or heal by doing. It provides a metaphor that can be applied to one's personal life. Our clients often lack a safe environment with appropriate risk and challenge to play in; TREC activities offer a safe and appropriate opportunity for fun and challenge, sometimes for the first time in a client's life.

Because this is a drop-in center, we cannot count on the same group of youth every week. We try to make that experience meaningful enough for them to return for more.

For our activities, we start with very small, achievable goals and consider that even if a child joins us and doesn't participate, they have been successful. Sequencing might be considered as everything leading up to the actual activity, and as a bonus, the activity itself. For example, a successful sequence might be:

1. discussing the up-coming activity with youth,
2. facilitating a commitment to participate from them,
3. holding any necessary groups in advance to go over safety, rules, expectations etc.,
4. enlisting help to make lunches,
5. pack van or whatever needs to be done in preparation of the trip, and the actual van ride.

Processing the "experiential experience" is crucial to facilitating any lasting growth or change. The Model of Experiential Learning uses a four step process to debrief an activity (Prouty, Radcliffe, Schoel, 1989):

1. **EXPERIENCE:** Preceded by the Full Value Contract, this is a challenge by choice activity.
2. **OBSERVATION:** The "What?" part of processing. Participants describe specific behaviors, events, or actions they observed..
3. **GENERALIZATIONS:** The "So What?" part. "So what does this have to do with ...?" "What happens when...?"
4. **APPLICATION:** The "Now What?" part. "How are you going to apply what you learned to your life?"

As with the four components of an experiential activity, we are flexible and adaptive with the debriefing model. One-word processing seems to work well for getting started ("OK, let's go around the circle and everyone say one word that describes what just happened"). Using metaphoric examples (as promoted by Gass and others, or "externalizing" the issue, as promoted by Narrative therapists) increases the likelihood of having clients engage in a debriefing afterward.

Photographs are an excellent way to refer back to an experience. Because many of these youth don't have interested families waiting at home to hear about what happened, giving them photos, or putting them up in our agencies (with their permission) is a way to give recognition and tap feelings of the experience again. This creates opportunities to continue processing the experience days or weeks later.

Activities

As mentioned earlier two of our most important initial goals are to establish relationships/trust with these clients, and to share laugh-

ter and fun together. Following are some suggestions about how to 'play' with this clientele.

We try to honor trust by remaining aware that sexual abuse is prominent with this population; we are cognizant of the way touch happens in any activity. We try to bring up the option to say "no" when touch is going to be part of an activity, but we recognize some may have difficulty enacting their right to say "no." Boundaries can be problematic with many of our clients so we are very aware of physical boundaries and participant choices. Situations most of us take for granted can be problematic. For example, blindfolding may not be a safe thing for victimized clientele. We don't treat "peeking" as cheating when blindfolded. It's indicative of someone caring for him/herself, and we try to honor that. We might try giving them a chance to "get their peeks out" at the beginning of an activity when blindfolds are used.

We undertake activities not just for fun, but for assessment as well. Going out on less risky, "easy" activities gives us a chance to assess a client's abilities for future outings, and we can better understand their specific needs as a client. Having a case worker undertake an activity with their clients is a particularly wonderful thing to watch; the activity becomes common ground for the client and case worker, something safe they can return to and relate to in future discussions, and gives the case manager a more complete assessment profile.

Summary

Using experiential therapy with homeless youth can be an effective path towards initiating trust and relationship building. Engaging this population also enhances mental health assessment. "Success" must be measured within context and cannot be tied to expected outcomes; walking in the door to ask questions about activities may be a "success" in that it is a new behavior for a client. Measuring and identifying curative features of activity-based programs with homeless youth remains difficult. Pre-, post- test, client-centered data has remained limited.

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For a list of games/activities that we use, and how to facilitate them, and/or more detailed demographic information, contact Matt Houghton at bj207@scn.org or call him at 206.632.3052



EXPLORATION WITH A CORPORATE NAVIGATOR:

"From Wingtips to Birkenstocks"

Russ Warmath

Background

Having the experience of working for a fortune 500 company for over 15 years and then as a consultant, I found that the traditional training was not successful at getting the results desired as it related to teamwork, teambuilding, and communications. So I set out to find better methods that would provide immediate feedback, change, and would be lasting for both the individual team members and the whole team.

As I reviewed various literature, I came across a local camp, which talked about teamwork and teambuilding incorporating games, initiatives, and ropes courses. I was curious and called to set up an appointment to learn more.

I learned very quickly that they operated from an entirely different culture. They were disorganized and unprepared.

After some discussion, I agreed to bring a team out with the understanding that they would conduct the activity and I would process the learning.

The team and I arrived at the camp and were met by the facilitator. We spent 8 hours on their course and through the process, I saw the team change before my eyes. I knew I was on the right track. I took many teams there and assisted them in meeting their goals.

These experiences have led me to share my knowledge with organizations who wish to use camps for their change work, as well as, working with groups who want to bring in corporations to provide services to them.

Understanding the Cultural Differences

From a service provider's point of view, the first step is to understand the difference between your culture and the corporate America culture.

When I ask Providers to describe their culture using adjectives, they say: impromptu, open-minded, consensus, creative, empowering, challenging, inclusive, supportive, acceptance of everything, process oriented, flexible, safe and fun.

When I ask Corporate personnel to describe their perception of corporate culture using adjectives they say: production, results, profit, internal and external competition, efficiencies, unsafe-emotionally, safe-work, plan, chain of command, crystal ball reading, top down, distrust, fear, and accountability.

As you can readily see there is a difference in each groups perception of their culture.

Why is this important? Understanding cultural differences is important to our operations if we wish to tap into the corporate market in order to provide services and generate income. Corporations who wish to use our services do so to impact their operational performance. That is the reason they invest in our facilities and the services we offer.

To be effective in meeting corporate client needs, we need to understand their culture and purpose for investing in our services and facilities. The successful provider will always operate out of the client's culture. Failure to understand this principal will ensure that we do not meet the needs of our clients.

The following navigational course is a simple process, which, if followed, will provide a successful experience for our clients

Navigating the Course to Success

The process includes several phases: marketing/sales, needs assessment, selecting the best facilitator/s, planning the event with the client, executing and processing the event, follow-up and feedback. Each of these activities requires careful planning and action.

Marketing/Sales

The first requirement is careful determination of the product or service you are marketing and selling. Many providers tell me they are marketing and selling games, initiatives, and ropes courses. When I ask how is it going, they usually say it could go better. We are selling something very different; we are selling **RESULTS!** The games, initiatives, and ropes are just the tools we use, along with processing, to achieve the client's results.

Now we need to decide how to package our services. Packaging results in the framework of leadership development, teambuilding, communications, and problem solving seem to be the corporate focus and will continue to be strong development areas. These areas have become even more important to those corporations who are going global into diverse cultures.

The next step is to develop marketing literature and plan. This plan will need to include your target markets and how you will approach them. I typically target the company decision-makers to contact. I have also conducted previews where I bring out executives to experience the program for a very reduced cost.

Once the marketing plan has been completed, those responsible for selling the services need to follow this plan.

Needs Assessment

I am continually amazed when organizations call service providers to schedule an event and the service providers do not ask questions about their reasons for wanting to participate in an adventure program. The facilitator has no idea of the results to be achieved in advance and therefore, cannot do an adequate facilitation of the event.

It is imperative that the person receiving the call, or making the sale, conducts a needs assessment with the client. This may be accomplished by interviewing the representative who is making the call or someone they identify who could best satisfy this need. If you

can interview more than one of the participants that would be even better.

Some of the basic questions to ask include: What is the result you wish to achieve? How do you know this is an area you need to improve or work on? How will you know when it has been achieved? What is your expectation about what this event can accomplish? What is the culture this group of participants works in? How many will be participating? How long has this group been working together? What is your role? Ask any other questions, which may shed light on the results to be achieved and the reason they want to do it through this process. The goal is to collect enough High Quality Information so your facilitator/s can do an effective job achieving the desired results.

Selecting the facilitator/s

When working with corporate organizations it is important to match the facilitator/s with the needs of the organization. Corporate groups or teams want a well-prepared facilitator, who has some street smarts and experience under their belt. I have seen a number of instances where a young facilitator was placed with an older team and neither could relate to the other. Not a good day for either the group or the facilitator.

The key is a well-prepared core of facilitators who can relate to the business world. In some cases providers have used consultants to facilitate corporate teams. Sometimes corporate teams come with their own consultant.

Believe it or not, the selection of the best facilitator will have an impact on the successful result.

Planning with the client

When the schedule has been established, the facilitator needs to call the corporate person in charge to go over the schedule, results to be achieved, any special conditions or requirements needing to be met by the group before arriving, and determine any concerns the client may have about the day. This will start the relationship building process and take care of any last minute issues.

Executing and processing the event

The key points to remember here are:

- The facilitator/s must establish command and control while ensuring results are achieved and the client's group has a fun event.
- During the execution of an event, the facilitator must observe closely the team and each of its members' behavior, collecting information for processing.

- When processing the observations of both the team and the individuals, it is absolutely imperative to tie the processing back to their jobs in the work place. This includes the team's performance in the work place.

- At the end of the day, the facilitator needs to ensure that closure is brought to the event by tying it in to what will be different in the work place tomorrow based on what happened today.

Follow-up and feedback

For whatever reason most providers do not follow-up and ask for feedback. Oh, they may have a paper evaluation at the end of the day, however, most people hurry through those and they turn out to be rubber stamped kinds of responses.

The real follow-up and feedback comes when the facilitator or the facilitator's leader calls the client to determine how the event went. Were the results achieved? What has changed as a result of their day on the course? These and other specific event oriented questions can go a long way in learning how to best meet the needs of these clients.

Summary

- Engaging corporate clients is not difficult if you spend the time to understand their culture and how it is different from ours.
- Gaining clarity about your services will assist you in developing your marketing and sales strategies.
- Conducting a needs assessment ensures that the facilitators are prepared and understand the needs and expectations of the clients.
- Assigning the best and appropriate facilitators for the client's need will ensure a successful event.
- While execution is important, tying the event processing back to the work place environment is critical to success.
- Finally, follow-up and feedback will assist you in developing a strong program for your clients.

References

References are not required because this paper is an original work based on my own experiences and the knowledge learned through those experiences.



FACILITATING DEFINING MOMENTS FOR OTHERS

Relly Nadler and John Luckner

Sue, the instructor on a corporate training course, observes the CEO criticizing and snapping at members of his staff. She thinks this kind of behavior is counter productive to the stated goals of the training: teamwork and peak performance. She knows if she doesn't bring it up, no one else will and the course will be a failure.

Steve, one of the facilitators working at a ropes course, decides to challenge Joan, a student whom he senses has been holding herself back throughout the day. When she arrives at the trapeze leap he encourages her and verbally pushes her to accept feeling uncomfortable and to keep moving. Steve is correct in his perceptions. Joan jumps off the platform, grabs the bar and is elated that she completed the event, overcoming her worst fears. She's indebted to Steve for believing in her even more than she believed in herself.

After looking at the map, Ruth thinks James is leading the group down the wrong trail. He has been very forceful and influential within the group. She decides to confront him and the group. It turns out she's right and saves them hours traveling in the wrong direction. Ruth is very glad she spoke up and reflects on her father telling her to "trust her gut" on decisions she has to make.

Each of these scenarios reflect what we call *defining moments*. They are situations that ask us to step forward in irreversible courses of action that shape our personal and professional identities (Badaracco, 1998). These moments of truth happen quickly, and as experiential educator John Dewey (1932) noted, instances such as these form, reveal and test ourselves.

In this monograph we will explore:

- What are defining moments?
- Why are defining moments important to experiential educators, therapists, and trainers?
- What are the ingredients to facilitate and promote defining moments for our participants?

What are defining moments?

Each of us has had a variety of defining moments in our life. These are moments when significant learning about ourselves becomes the foundation or building blocks of our character. They are the instances that have affirmed us, encouraged, supported, pushed and taken us to a new level. Through these instances we reveal hidden capabilities to ourselves which serve as a foundation for future successes.

Defining moments are the snap shots or windows to who we really are. These are moments when and where significant learning about ourselves becomes cemented in our minds and demonstrated to others. Our true character shines through. Our potential, capabilities, essence, or substance in these moments get tested, stretched, formed, massaged or reconfigured. We reveal something new about ourselves that has been hidden or only partially known to us. "Defining" here means moments that embody, characterize, crystallize, exemplify, mold, create, or sharpen who we really are. Moments

are the responses, reactions, experiences, situations, crossroads, or choice points that happen quickly, sometimes in a minute, 30 minutes or longer.

Why are defining moments important to experiential educators, therapists, and trainers?

As experiential educators, therapists, and trainers we often invite individuals to challenge themselves by actively participating in experiences that are unfamiliar, frightening, exhilarating, and outside their normal range of comfort. In essence, participants are placed at the border of the circle of comfort and new territory, a process we refer to as *Edgework* (Luckner & Nadler, 1997). People are on the edge of the known and the unknown, the comfortable and the uncomfortable, the predictable and the unpredictable, the familiar and the unfamiliar.

Compared to other learning disciplines, such as traditional classrooms, therapy, and corporate training sessions, experiential educators, therapists, and trainers arguably *own* this edge. No other discipline we know of can get close to putting people on this edge. This is the place where breakthroughs, learning, insights, potentials, and self-knowledge occur more frequently than back in the circle of comfort. On the edge is also where many of our defining moments occur. When people are outside their comfort zone something meaningful may happen that they would simply not allow to occur inside their comfort zone.

In addition to placing people outside their normal range of comfort, there are other factors that are beneficial to consider in order to enhance the behavior change and learning processes. We refer to these factors as *change conditions* (Luckner & Nadler, 1997). Attention to each of these elements may facilitate learning and also may create a ripe environment for defining moments to emerge. The change conditions include:

- Hope — desire to fulfill needs, dissolve problems, heal wounds.
- Effort — physical, emotional, mental, and behavioral actions. Concentration, attention, and focusing are part of effort.
- Constructive level of anxiety — confusion, dissonance, frustration, stress.
- Trust — reliance dependence on self, leader, and others.
- Perception of risk or danger — perceived risk rather than actual risk.
- Sense of the unknown or unpredictable — awe or mystery of what is about to happen.

Each of these conditions has the potential to create an imbalance in people, where new learning or a defining moment can occur. The role of the educator, therapist, or trainer is to consider each of these factors in order to create the right mix for each participant. This allows the defining moment to sneak in behind the defenses, then we as facilitators can become the midwives, supporting and encouraging the birthing process for this new identity emerging from within.

When we view individuals with whom we work as self-regulating learners, who are actively involved in making sense of new information and experiences, we realize that our processing skills may play an important role in promoting their learning and development. Our primary goals are to establish safe, active learning environments, raise questions, and invite participants to share their opinions, solutions, reflections and strategies with others. Similar to a jeweler knowing where to cut the diamond, we want to demonstrate the precision of asking the right question. The jeweler knows how to push, pull and/or support while artistically designing beautiful jewelry. We as facilitators must recognize how to push, pull, and/or support, and how to revisit the learning while artistically designing defining moments. Consequently, if we want to create change that makes a difference, we need to provide different activities and new experiences while simultaneously finding ways to facilitate the defining moments of our students and clients before they slip away.

What are the ingredients to facilitate and promote defining moments for participants?

It's easy to miss an individual's defining moments. Therefore, to facilitate and promote defining moments we want to be aware of some pitfalls. Specific ways we can miss defining moments include:

- Being self absorbed in our own issues or agenda.
- Being in a state of perpetual action and not scheduling enough time for reflection and discussion.
- Not listening or responding to our inner wisdom and doing only what is easy.
- Deciding this moment is not that important to us or to others.
- Being blind to others' moments at the edge.

In addition to avoiding the above mentioned pitfalls, we can undertake various actions to enhance the defining moments of others. First and foremost is the importance of attending to the emotional needs of our students and clients. Recent research suggests that emotions are the first screen for all information received (e.g., Goleman, 1995). Consequently, it is essential to establish learning environments that are physically and emotionally safe. Simultaneously, the value of establishing rapport and honoring participants' rights to choose their level of involvement should not be underestimated. In addition, attention to the actions listed below can serve as a guide for what to do before, during and after the learning experience.

Pre defining moment

- Build a trusting relationship.
- Maintain an awareness of the change conditions to bring people to the Edge.
- Know and understand the person's values: what is important for him or her?
- Know and understand his or her individual goals.
- Learn about some of their past successes to be able to incorporate them in your discussion when processing.
- Be empathic and supportive to their struggles.

- Be prepared to spotlight successes, talent, effort, and small wins.

At the defining moment

- Be aware of self and others.
- Be proactive.
- Encourage, push, pull, or give affirming touches.
- Tie in to past successes.
- Align yourself with their values and goals.
- Celebrate the success.
- Ask good processing questions. Specific examples include:
How did you make that happen?
What were the ingredients for success?
How did others see you?
How will you continue this learning?

After the defining moment

- Talk more about their successes, talent, effort, and small wins.
- Reinforce the learning and new self story.
- Tie in to past successes and future strivings.
- Talk about next steps.
- Push the edge on the next defining moment.

Summary

In this short monograph we have discussed the importance of defining moments. We explained that defining moments are the snap shots or windows to who we really are. They are the critical times that affirm, encourage, support, push, and take us to new levels. These are the moments when our potential, capabilities, essence, and character get tested, stretched, formed, massaged, and reconfigured. We suggested that as experiential educators, therapists, and trainers we provide individuals with new experiences that often are unfamiliar, frightening, exhilarating, and challenging. Thus, a wonderful opportunity is created for participants to have defining moments that may produce changes that make a difference in their lives. We identified pitfalls to avoid and provided suggestions for enhancing defining moments. Now it's up to you to take your spotlight and focus on the moments that will give people the character, foundation, and motivation to do their own dance in the light.

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FOUR STEP MODEL FOR EXPERIENTIAL COUNSELING

Vonda Long, Ph.D. & David Scherer, Ph.D.

Experiential counseling is a powerful treatment modality, and its range of application continues to grow. As it gains wider acceptance and use, it becomes more important than ever to operate from a structural framework promoting effective and ethical practice. This monograph presents a four-step model for experiential counseling for this purpose. Due to space limitations, these components are not addressed in depth, but rather are introduced in the form of structural guidelines. It is incumbent upon the reader to gain appropriate knowledge and training in each area.

Experiential Counseling Defined

Experiential counseling is defined here as: "1) the process of counseling (the intentional, systematic, skill-based facilitation of client growth toward improved psychological health using specific focal, ethical, and logistical parameters) using 2) experiential activity as a specific technique to facilitate growth" (Long, 1997, pg. 15).

Rationale for Experiential Counseling

There are several advantages to using experiential pursuits (here, specifically "outdoor experiential pursuits"), including the lure of adventure, the healing quality of outdoor experience, and the high level of engagement derived from the novelty of the experience (Ewert, 1989; Gass, 1993; Kimball & Bacon, 1993; Miles, 1987). Three additional reasons include: 1) Experiential counseling is a "multi-media" event that engages people psychologically, socially, educationally, and physically (Ewert, 1989). 2) Experiential counseling is based on a skill-building model that emphasizes competence by using a client's relative strengths and abilities as a foundation for building new capabilities and fostering empowerment. 3) Experiential counseling is typically carried out in a social context. Members of experiential counseling groups have to struggle with balancing individual needs and desires with their responsibility to the welfare of the group (Gass, 1993).

Four Step Model Components

The components of the four step model presented here reflect basic aspects of experiential counseling. These represent a structure and guideline for operationalizing an experiential program. The four components are: 1) theoretical foundation, 2) experiential activity, 3) processing, and 4) pre-requisite foundations (safety, rescue, emergency-medical, ethics, and legal issues) (Long, 1997). Each is briefly introduced below.

Theoretical Foundations

Several prominent theories of psychotherapy advocate for the use of experience as a therapeutic agent, including Jungian therapy, Gestalt therapies, psychodrama and other expressive therapies, family therapies, and child play therapy. Unfortunately, the importance of theory is often overlooked by experiential facilitators. Working from a theoretical base is what provides direction, clarity, and continuity to therapeutic interventions.

There are a variety of theories of counseling that may appeal to

experiential counselors, including psychodynamic, humanistic, cognitive-behavioral, and family systems approaches. Each of these has variations that can apply to experiential programs. For example, Transactional Analysis (Harris 1969; Berne, 1996) is an interpretation of basic psychodynamic principles that could readily be applied in adventure and wilderness counseling settings. Rogerian therapies founded on humanistic principles feature reflective and empathic listening and unconditional positive regard that have been the mainstay of micro-counseling skills training (Carkhuff, 1987). Several types of cognitive-behavioral approaches, such as Ellis' RET (Ellis & Dryden, 1987) could readily be adapted for use by experiential counselors. Although many family therapies involve more complexity and require specialized training, the communications work of Satir (Satir, 1972) and perhaps even the family genogram work featured in Bowenian Therapy (Kerr & Bowen, 1988) popularized in Lerner's books (1985, 1989) could be used in experiential counseling.

Experiential Activity and Personnel

In experiential counseling, "experiential" is the adjective. The primary focus or purpose is the counseling. The experiential activity is simply the catalyst for the counseling. It is the catalyst for the growth or learning process. As such, it is the means not the end in itself.

In using the experiential activity as a catalyst for the counseling process the focus and time spent on the activity itself may vary considerably. The counseling process begins as soon as the clients decide to participate in the experiential program. It should begin with an orientation, and continue through client preparation for the activity, during the activity, and following the activity. With the primary focus on the processing, it is even possible that the group engages very little, or not at all in the activity itself. Simply preparing for the activity or arriving at the site, e.g., a high ropes course, may effectively serve as a catalyst for major processing without setting foot on the ladder.

Experiential counseling involves multiple professional roles. These include: 1) program leader—the overall sponsor, 2) program counselor—the one qualified, trained, and responsible for the overall counseling process, and 3) experiential activity leader—the professional qualified and trained to instruct, guide and lead the activity. Support personnel may include the following where appropriate: 1) activity assistants, 2) rescue staff, and 3) emergency medical staff.

Processing and Communication Skills

Of the four components, processing is the core element in experiential counseling. Without processing, the growth and learning from an experiential activity is left to chance. While processing is clearly a whole field unto itself and the central core of counseling, and communication skills are common to most forms of psychotherapy, Long (1996) has organized communication skills into a five-step model that when performed sequentially provides an effective means of intervening with clients.

The first step is to *listen*. Listening requires careful attention to and concentration on clients' verbal and nonverbal communications.

The second step is *centering*. What clients tell counselors is often emotionally profound, sometimes reprehensible, and potentially disturbing to the counselor. Counselors need to feel well-grounded and emotionally balanced to cope with the intensity of their clients' thoughts and feelings, otherwise they may react in ways that are counter-productive.

The third step is *empathizing*. People want to be understood. Good counselors offer this understanding to their clients by trying to understand reality from their clients' perspective. Empathizing does not necessarily mean agreeing with or condoning a client's actions, but it does mean a willingness to understand the client's thoughts, feelings and behaviors.

The fourth step is *focusing*. Counselors help clients develop self-understanding by steering clients' attention to particular aspects of their lives. Often focusing requires the counselor to assist clients in seeing the connections between their thoughts, feelings, and behaviors, and the associations between their past and their present.

The fifth step is offering clients *directional support*, and follow through. Once clients have clarity on their issues, counselors can assist them in developing options, seeing parallels between the experiential activity and the rest of their lives, and implement change in their lives.

Pre-Requisite Foundations

Pre-requisite foundations include those aspects that are essential to safe-guarding the physical and emotional safety of the participants. These include but are not limited to the following:

Safety. Providing for participant safety is the first prerequisite. This means both physical and emotional safety. While there obviously is a certain amount of inherent risk in all physical activities, it is the leader's responsibility to 1) "do everything reasonably-possible to ensure safety and minimize risk in a given activity... and 2) do everything possible to inform participants of potential safety hazards and consequences...and empower them in making informed...decisions" (Long, 1997, p. 84).

Rescue. Being prepared for a potential rescue is essential to the safety pre-requisite. This needs to include both physical and emotional realms. Potential emotional "rescue" would address what the leader(s) would do in the event of anything from mild anxiety to emotional/psychological decomposition. Potential physical rescue would address what the leader(s) would do in the event of anything from minor or major equipment failure or loss, to participant injury or incapacitation.

Emergency Medicine. Experiential programs need to have personnel trained in emergency medicine adequate to address medical emergencies that might arise during the activity. *Ethics & Legal Issues*.

In addition to the *Ethical Standards* published by the American Counseling Association (1988), to which counselors must adhere, there are several ethical and legal issues unique to experiential coun-

seling which need special attention. These include, but are not limited to: 1) dual relationships, given the potential for spending nights and multiple days with clients, 2) inappropriate pressure or coercion, 3) physical contact, 4) appropriate risk-benefit analysis, 5) informed consent and 6) potential misrepresentation, e.g., counselors misrepresenting their qualification to instruct and/or guide physical activities; technical experts misrepresenting their qualification to counsel participants.

Summary

Experiential counseling is a specific counseling approach, which includes four basic components: theoretical framework, an experiential activity, process facilitation and pre-requisite foundations (safety, rescue, emergency medical, ethical and legal guidelines). Personnel necessarily includes multiple professional roles. The primary focus is on the facilitation of learning and personal growth, using the activity as a catalyst for that process.

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GOAPe — AN URBAN HIGH SCHOOL PROGRAM OUT BEYOND THE CONCRETE

Steve Hagler

Across America the issue of public education, and especially inner-city education, is being passionately debated. Schools are being closed, reconstituted, restructured, "magnetized," and privatized — all in the name of the student. Often in our search for a better system we overlook helping our students who live in the here and now and not the near or distant future. The need for innovative programming, progressive curriculum and relevant experience for inner-city students has never been greater. GOAPe (pronounced go ape), the Galileo Outdoor Adventures Program, addresses the needs of high school students with an experiential program that is student-centered and steeped in project- and community-based curriculum.

The hurdles of running an experiential education program within a public school system go far beyond dealing with the behaviors of at-risk students or the trials and tribulations of a standard teaching day. Convincing skeptical teachers, students and administrators is a far greater task. Not to mention grappling with mind-boggling bureaucracies, fundraising and managing what at times seems like a mini non-profit. But that could be the subject of an entirely different paper. Instead, this paper will focus on the structure, rationale and success of GOAPe.

Historical/Background Information

GOAPe began with two teachers (Steve Hagler and Dana Erickson) from Galileo Academy of Science and Technology in San Francisco, California, who were interested in providing inner-city youth with wilderness experiences. GOAPe started with weekend day hikes to local state parks, usually on public transportation. For our novice youth, a "day-pack, lunch, water bottle, comfortable clothes and walking shoes" often translated to a plastic bag, \$5.00, a can of Coke, leather jackets, and Air Jordans. By the end of our first year, we actually had students who knew what the aforementioned items meant, and we began to make the leap from day hikes to overnights.

Now in our seventh year, GOAPe has evolved into a self-contained classroom¹ and a student club. Students attend the program five days a week, six hours a day for a semester. Every semester a cadre of students returns to act as mentors and leaders for incoming students.

GOAPe Program Overview

Finding Our Students

Or should we say, How Our Students Find Us? All GOAPe students enter the program voluntarily. Some find us through word of mouth, others on the recommendation of a counselor, a teacher or the Dean's office. Students must be at least 15 years old and have com-

pleted (not necessarily passed) at least one year of high school. GOAPe is co-ed and accepts all grade levels.

Program Structure

From the first day of class, students are actively involved in the planning, implementation and outcomes of the various projects and activities that make up the GOAPe curriculum. Through a series of projects and experiential activities, GOAPe students weave their way through a curriculum designed to combine real-world learning with traditional schooling.

GOAPe is loosely based on seven phases. Although they are not truly separate, and any part of one phase may overlap another, they help build a series of common experiences on which to build the semester. From the first moment, GOAPe is designed to give students a say in their education, to push them out of their comfort zones, and to help them interact with each other and the people they meet in a positive fashion.

The GOAPe Semester

Orientation Phase

The first few weeks of the program are dedicated to building a working relationship within the GOAPe classroom. During these early weeks, students walk across the Golden Gate Bridge (the first time for 70% of our students), participate in numerous team building and personal growth initiatives, get a journal (they write in it daily), go to a bookstore (where GOAPe buys them a book to read for their first book report), give formal feedback speeches, look at and evaluate their transcripts, learn how to document their semester, begin work in their math book, get trained at the Ft. Miley ropes course, climb, rappel, and attend orientations at possible service sites. In short, they get an overview of the semester and their role in making it happen.

Fast paced and highly interactive, the Orientation Phase is exciting and designed to leave students thinking "Wow! This is amazing! I can't believe this is school!" Led by GOAPe returnees, who set the culture for the class, these activities get students to view themselves in a different light. Where fear once reigned, now a spark of confidence ignites. This new found belief in oneself becomes the cornerstone of the semester. At the end of this phase, many students say "I didn't think I could do it, but I did."

Wilderness Phase

The wilderness is a wonderful place to get students to interact with each other in very real terms. Leaving behind their friends, families and neighborhoods, GOAPe students can learn to handle frus-

trations, deal with behaviors and accept the consequences of their actions without being influenced by peers, parents or teachers.

During the weeks leading up to the required 11-day wilderness expedition, students learn the skills they need to be comfortable and successful in the back country. The curriculum includes hard skills, such as tying tarp knots and lighting camp stoves, nutrition, meal planning, and layering, and soft skills such as studying group dynamics.

Students, divided into patrols, are responsible for planning, organizing and gathering all the items necessary to make the expedition a success, including soliciting donations. The patrol is also responsible for planning out menus, determining rations, purchasing, sorting, packing, and cooking all food. Although there is teacher oversight, in the end, it is their responsibility to look out for themselves.

Leadership and Service Phase

Upon returning from the wilderness trip, we begin to make the transition to leadership. By now students have survived the trip, trained on the ropes course and have begun to build some confidence in their skills. During the semester, students spend as much as half of their time, sometimes more, outside the walls of the classroom, working on a regular basis with such organizations as the Stewardship program at Presidio National Park, Baykeeper, Fort Miley Adventure Ropes Course, and Linking San Francisco.

As part of their leadership and service projects, GOAPe students have taught marine science and sailing to middle and elementary school students, habitat restoration to middle and high school students, and facilitated ropes course team building and challenge activities to people of all ages. GOAPe students have worked with school principals, homeless youth, deaf and visually impaired children, and corporate development teams. GOAPe empowers students by giving them the tools they need to take control of their learning and to accept responsibility for their choices.

Technology Phase

Many GOAPe students come to the program with little or no exposure to high technology. In response to this lack of opportunity, GOAPe has developed a computer lab that is connected to the Internet. The program brings in local volunteers and experts to help students understand the use of computer and media technology and to tutor them in the ins and outs of the various computer programs. During this phase, students develop computer skills and learn how to set-up web pages. Students also document their class using video and photographs.

Career Phase

Getting youth to explore career possibilities can help them see the value of finishing high school and even attending college. In the

Career Phase, GOAPe students explore their futures through career interest surveys, resume writing, guest speakers, and visits to local businesses. This phase culminates when students search out and land a two-week job shadow in a career they are interested in exploring.

Earning Credits

Credits are earned by meeting expectations and standards for each subject matter. Each student, through individual and committee work, has daily and long term goals to accomplish including book reports, oral reports, journal writing, research papers, weekly reflections, and written evaluations. Students meet with the teacher to discuss their academic and social progress and to determine how goals will be met. Credit is given during a final interview in which the student presents a portfolio of his or her work to the instructor. But the ultimate measure of a student's success in GOAPe is not the mark that sits in a gradebook. It's the lessons they take with them.

Funding

One of the most common questions about alternative education programs is "Who pays for all this?" The answer is never simple. In the case of GOAPe, it's a combination of public and private funding. The San Francisco Unified School District pays for salaries, lights, photocopying and other classroom overhead. Other than that, GOAPe is independently funded through grants, equipment donations, personal gifts, and revenues received from facilitating the Ft. Miley Ropes Course.

GOAPe's Impact Lasts

So in the end the question remains "Why GOAPe?" And the answer is.... GOAPe is not a one-shot rafting trip or a two-week summer camp, with little or no follow through. We are inside the school system on a daily basis and are a constant force in our students' lives. We judge our success by the agencies, organizations and individuals who continue to search us out as collaborators, the support of community members through their time and enthusiasm, and the financial support of foundations. But the best measure of our success are the students themselves. As one young man put it, "If it weren't for GOAPe, I don't know where I'd be."

I Many of the ideas and foundations of the GOAPe classroom come from two fabulous mentors: Wayne McDonald who started the Urban Pioneers program over 25 years ago (McAteer High School in San Francisco) and Reno Taini who has run the Jefferson Wilderness Program for over 30 years (Jefferson High School in Daly City, CA). I owe them both a great deal of gratitude for their wisdom and generosity.



THE IMPACT OF DIVERSITY ISSUES ON RISK MANAGEMENT

Nina S. Roberts and Sky Gray

The outdoors provides an environment that is often mysterious, unquestionably objective, and immeasurably complex. When such variables as culture, isolation, unfamiliarity, and language differences come into play, the potential for increased risks are heightened. While new scholarship continues to surface regarding "objective and subjective hazards," an area that remains relatively untouched relates to the impact of diversity on risk management.

One may ask, "How do diversity concepts relate to risk management in adventure programming?" Sadly, the answer (historically speaking), is that they have not. Why there is an increase in diverse populations in the outdoors, and why there should be, are two areas of inquiry not universally agreed upon. To further understand the issues, one must step outside of traditionally held beliefs that risk management is only, or primarily concerned with technical and physical aspects of adventure/wilderness programming. To think otherwise is to promote cultural blindness and ignore the importance of broadening our understanding of holistic risk management practices.

While most industry standards are implemented for instruction of "hard" (or technical) skills, leaders/instructors also continue to be trained in the area of interpersonal skill development and enhancement of "soft" skills. This fact notwithstanding, progress must be made regarding building allies and improving relationships with participants who are "different" than ourselves in order to maintain a truly safe environment. Even when knowledgeable professionals have this commitment, they often mistakenly believe this "commitment" alone is enough of a tool (coupled with the expertise they already possess) to reach out and serve a new and different population from what they are accustomed to serving.

Leadership training must stress issues of cross-cultural communication. And, this training must incorporate concepts where gender, ethnicity, race, culture, urban/rural residence, disabilities, sexual orientation and other diverse elements of our clients can be recognized as barriers that impact a leader's ability to perform effectively and safely in the field. By increasing the quality of training and education, leaders can assist with developing and expanding the connection for diverse populations to wilderness or outdoor-based experiential learning.

Critical perspectives

Social inequality is woven throughout our social institutions as well as embedded within individual consciousness (Adams, Bell, & Griffin, 1997). Outdoor programs are part of the fabric in which we infuse our personal bias, prejudice, or bigotry into our relationships and structures that also permeate most other aspects of our lives. What this means is that our training must include concepts about how dominant or privileged groups benefit from the disempowerment of oppressed groups. Once managers and leaders of outdoor programs acknowledge the benefits of social power and privilege that are not always available to people of color (or others), programs

are more likely to be enjoyed safely and successfully. The relationship to risk management may be less discernible. Because the appreciation of differences are inextricably linked to social justice, and because power and privilege are distributed unequally in society, both leaders and participants must be educated on how this pertains to safe program operations and group dynamics.

Participants who are disabled, gay or lesbian, Black or Latino, female or male must feel secure that their contributions to the program will be treated with respect whether or not the leader or other group members agree with them. If leaders are in control and aware of potential threats and risks, participants will inevitably feel safer knowing they will intervene, if necessary, to prevent personal expressions from provoking personal attacks by a peer who may find them offensive. However, leaders must balance this need for creating a safe space with an obligation to ensure that blatantly false assumptions are subjected to mature and thoughtful criticism. Mastering the precise balance is no easy task. How does this relate to the natural environment and/or the activities themselves?

Connection to programs

It is a known fact that no evidence exists proclaiming outdoor recreational activities are inherently dangerous (Ford & Blanchard, 1993). Accidents and injuries typically occur, for example, when people are "in the wrong place at the wrong time," use incorrect or faulty equipment, or make "wrong" decisions. Subsequently, risk taking is an element found in a vast array of situations. Leaders must recognize that the degree of risk depends in part on an individual's background, age, skill level and maturity, for instance, and will have a direct correlation with the actual risk. What about the participant (or leader) who is deaf? How do we reach a young person from the inner-city who is experiencing "culture shock" of being in a wild environment away from conventional sanitary procedures? When do we address the situation regarding the gay or lesbian youth who encounters extreme isolation from the rest of the group? Why do we often avoid crossing boundaries with the Latino student because our fear of misunderstanding obstructs our connection? The potential for accident or injury is increased exponentially when issues of diversity arise during outdoor programs.

Consequently, in intercultural communication work, the concept of critical incidents is a model that fits within the concept of risk management. A critical incident is defined here as a situation where there is a misunderstanding, problem, or conflict arising from a cultural difference between interacting parties or there is a problem of cross cultural adaptation (Fowler & Mumford, 1995). If programs work with a diverse population, then critical incidents may happen without any awareness from the instructors, unless they are trained to recognize and understand differences. Thus, other safety related issues could emerge as a result of not understanding the cultural context. The dominant cultural approach may be inappropriate and

potentially harmful to individuals as well as an entire group. The complexity of diversity issues is not to be underscored or simplified, but explored and identified.

There are different kinds of risk other than safety. For example, by working inadequately or incompetently with diverse participants (despite "good intentions"), leaders may create barriers and cause participants to abandon the experience rather than encouraging them to be an integral part of it. United with this is a theory that by unintentionally disempowering an individual or entire group that we are trying to empower, we may also be reducing the number of advocates for environmental protection and conservation. Educating all people about proper land ethics and low impact outdoor skills is paramount for sustainability of our public lands and engaging people with diverse backgrounds must be included fully in the process.

Change always challenges

The field of outdoor and experiential education is an on-going process, and is undergoing a dramatic paradigm shift. No longer do "dangerous conditions" only refer to lack of water, tornado season, forest fire potential, or hyperthermia. Many other components have potential dangers and safety issues. And, in some situations the issues are twofold. That is, one for the participant who may not understand the risk, and two for the leader who comprehends the risk, but who may not be experienced or comfortable in challenging the participant. What may occur is that leaders could be perceived as being racist, which can be a major obstacle to taking proper responsibility or effective management of the group. For example, different climates can effect ethnic minorities differently; that is, an African American may feel their darker pigmentation is a natural defense against the sun and refuse to wear proper protection. This manifestation is influenced by a lack of understanding about the effects of exposure at higher elevations or due to being in a region different from where they are from. Subsequent questions which might arise include: Is simply "being Black" enough for this individual to make this judgement? Does a white leader have enough understanding to know the danger? Can the white leader exhibit sensitivity and challenge the participant without racial bias being assumed? Or would the leader, because of concern of the perception of racism, choose to remain silent, hence increasing potential risk to the participant?

When providing opportunities for people from diverse ethnic backgrounds, outdoor leaders must be responsible for acquiring knowledge of other cultural systems. Ewert, Chavez & Magill (1993) present a wide range of interests involving research, management and leadership as relating to the "wildland-urban interface." They provide information regarding the complexity of visitor behaviors and land ethics, discuss the influence of ethnic and cultural diversity on resource management, and address some of the difficulties around multicultural communication and sociocultural meanings of outdoor recreation.

It is essential that the standards of leader qualifications include acquiring knowledge around issues of diversity and adequate training with regards to interpersonal skill development. Solid professional leadership training is only one form of acquiring this knowledge. Learning from diverse communities themselves is another. How can leaders enhance gender relations? Why is it important that leaders comprehend issues relating to sexual orientation? How does one become "ethnically competent"? This refers to conducting one's professional work in a way that is congruent with the behavior and expectations that members of a distinctive ethnic and cultural group recognize as appropriate among themselves (Ewert, Chavez & Magill, 1993). In other words, we must learn about the experiences of people from diverse backgrounds (e.g., beliefs, values, ideology). This definition stresses an awareness of behaviors within various cultures. As with all components of diversity, what this means is the ability to carry out professional activities consistent with that awareness.

Additionally, it is a common misperception in this field that if there is a need to choose one leader over another based on level of skill, that managers/directors should select leaders with "better" technical skills over interpersonal skills for safety purposes. Experience working with diverse populations has proven this is not always accurate, and numerous incidents reported have substantiated this assertion. Once hired and trained, leaders must recognize the importance of "difference" and respond appropriately and safely to all the needs of diverse groups.

Approaches to effective risk management are enhanced by the development of solid rapport and respectful interactions with clients from diverse backgrounds. Numerous strategies and principles can be adapted for use in a variety of programs to assist managers, directors, and instructors with addressing issues of diversity regarding safety and risk management (see Appendix B).

Conclusion

Failing to address diversity issues as related to risk management could be devastating to program success. In an era of increasing cultural pluralism, having an incomplete toolbox relating to issues surrounding race, ethnicity, culture, gender, sexual orientation, religion, ableism, and others, is an invitation for tragedy. Wilderness leaders and instructors must engage in a new way of thinking about how issues of social justice impact our programs.

Professionals can no longer ensue outmoded solutions or methods to solve new challenges. A commitment to embracing issues surrounding diversity will inevitably lead managers and program instructors to face these issues in a very personal and forthright manner. And, people should expect to be uncomfortable in the process. This will help cultivate honesty, trust, and building allies.

Experiential education professionals must better prepare future leaders for the diversity relating to their work. While these issues are not new, the challenge has only begun to incorporate these important variables into our risk management practices.



INTERAGENCY COLLABORATIVE TRAINING

L-Jay Fine, Ph.D.

What happens when teams are not defined by boundaries of a single organization but emerge through the collective efforts of multiple agencies? This becomes a unique challenge for those providing team building. Not only must the trainer consider individual learning and problem solving styles but must also include professional identities and organizational cultures into the mix. Increasingly common in the human services, social workers, teachers, counselors, recreation and health service providers pool resources to work jointly. Collaboration, though sounding like some utopic ideal, in fact, is being dictated from above. Grant and other funding agencies (including legislatures) are mandating collaboration. The interprofessional dynamics which emerge from the collaborative process call for unique training programs for experiential team building. For example, consider all the human service professionals who may interact with families such as social workers, teachers, health service providers, and counselors. The unique concerns of cross-professional relationships dictates a need for new training curricula.

Do traditional team building programs address the unique nature of these groups? Probably not completely. Team work training typically focuses on units within an organization. Employees often share a common language and are in tune with the organizational culture. In response to this need, several faculty from a variety of disciplines at Fresno State University have developed a graduate-level credential program in interprofessional collaboration. The following are some key concepts and training considerations identified in the credential program.

Coordination, Cooperation, Collaboration

With the complexity of contemporary issues coupled with the scarcity of resources a single agency offering comprehensive services is unlikely to handle today's challenges. Many human services practice an integrated approach linking services together. For example, a child often has a mix a problems to address from family to health. Teachers will coordinate with counselors, who may, in turn, tap services of health professionals. Using an Ecological Systems approach (Rector, Garcia 1996), providers will recognize a connection of all three facets of a child's life. The *micro* (self-image, psychological), the *mezzo* (family, support system) and the *macro* (physical and social environment). The integration of services can be delivered through three different models. The first model has services provided in a **coordinated** manner. Little interface is required among the professionals since providers offer their services separately. Another method is the **cooperative** model. Providers interact and work more closely in their decision making but continue to maintain their autonomy. The third model has agencies working in a **collaborative** process. The manner in which collaboration differs from the previous models is that it requires a formalized structure for all the providers to solve problems and address cases collectively. Brandon (1996) defines collaboration as "bringing together individ-

ual providers and practitioners with a common sense of mission and the collective resources to achieve it."

Key Concepts in Collaborative Training

As experiential educators our bag of tricks used in team building will be directly applicable to collaborative training. De-inhibitizer, initiative/problem solving, and trust activities are all useful in reinforcing key concepts of the collaborative process. More importantly, experiential education, in its unique ability to foster empathy, identify learning styles, and illuminate complex concepts is an essential methodology for training in collaboration. The critical task for the trainer is to become familiar with what makes collaboration unique from traditional work teams. Therefore, the trainer must incorporate the specific concepts and challenges of interagency collaboration and tailor the training program accordingly. The following are some challenges to collaboration to serve as a foundation in the training program:

Professional identity. When working with professionals in the same field as our own, it is easy to become complacent about our identity. Everyone assumes familiarity with the field and there is little or no need to defend one's position. However, working among professionals from other fields requires everyone to be comfortable with their roles and associated goals of their chosen profession. What are your professional ethics? How are confidentiality issues handled? What contributions will your efforts make? Contrary to the common conception of collaboration, professional identities do not become watered down in providing collective services. Collaboration gives providers an opportunity to be introspective and solidify their role through the contributions they make. A successful collaborative process will enhance one's professional identity. However, to get to this point the trainer should design activities which foster empathy and educate team members on each of the different professions being represented.

Mutuality and respect. It is human nature to place professions in some form of hierarchy. Quite evident in the medical field with doctors, nurses, and technicians, this perception of lateral importance is a major stumbling block for collaboration. In order for there to be an effective team, each member, regardless of profession, must feel s/he is on equal footing with others. The activities employed by the trainer to foster professional identity will also work with mutuality and respect. This is also an opportunity to mix up the professions into different groups and facilitate initiatives which allow members to go beyond professional identities and work with each other as individuals.

Inclusion. Though closely aligned with mutuality and respect, inclusivity is probably the most important and unique feature of the collaborative process. In any effective team inclusion is important but not altogether essential. Having followers and others less inclined to participate actively will not, in itself, be destructive to the

team effort. However, inclusion is an integral part of the collaborative process. The sincere practice of collaboration dictates that all parties involved will take part in the decision making. This includes the recipient. In other words, there are no parties involved in the collaborative process who do not have an equal say in the delivery of services. This has to be the crux of success in the human services. The parent and child are integrally involved in the decision-making process and, subsequently, have a vested interest in the services. The trainer needs to design activities that impart this concept. It is far too easy to overlook one of the parties involved in the process. Initiatives should be developed that explore the connectiveness among all members. For example a site-central or blind fold activity tends to create a lack of inclusion in decision-making. This may provide a strong example of what occurs when people sense they are not part of the process but are having things done to them, not with them.

Professional lexicon and jargon. One blocker to effective communication will inevitably be jargon. Professional jargon or the nomenclature (pardon the jargon) used in our profession may facilitate communication among like-minded professionals by offering short-cuts in our conversing. When we continue to use this foreign language among those in other fields, however, we hinder communication. Ultimately, knowledge is power and the use of professional jargon may be a means of elevating ourselves. Most likely, it is simply a habit we have fallen into and, therefore, we speak unconsciously in our familiar language. The trainer may take a two-fold mission in creating an understanding in professional lexicon. The first path may be to educate the members to a common language. It may be quite helpful for the nurse to know the language of the social worker. But it is important not to forget any member, including the recipient, in this educative process. Another angle the trainer can pursue would be activities such as Baffa Baffa (an intercultural simulation game) which illustrate the confusion and frustration of not sharing a common language.

Individual and shared team accountability. Team effectiveness suffers when there is little or no accountability. High performance teams are largely successful because of the preassessed goals and level of accountability. In collaborative settings, accountability becomes hazy as multiple agencies share responsibility. Some mechanism must be built in the process for individual and shared team accountability but, more important, accountability must be a foundation of the culture of collaboration. Processing of activities can include questions of responsibility along with a discussion of goals.

Organizational culture. In traditional team building the diversity of personalities either through learning styles or personality traits such as those uncovered in a Myers-Briggs type of assessment make team building challenging. Couple this with the complexity of the various organizational cultures and the trainer has quite a challenge. Again, this area should be addressed in the processing of any activity with a focus on empathy and diversity. Are some organizations more formal and structured? Are lines of communication open or closed?

Summary

The study of interprofessional collaboration is relatively new. Nonetheless, a great deal of literature has emerged and the prospects for a new way of doing business appears very positive. Collaboration promises a more effective means for service delivery through collective decision making. It does not threaten professional identity but will likely strengthen the professions.

Collaborative teams often dissolve upon having succeeded their mission. This can be frustrating for the practitioner and trainer. However, the skills are transferable. Those who successfully practice collaboration in one setting will be able to continue the process in other situations. This ripple effect may be the greatest contribution the trainer will make.

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THE LOGIC OF ACTION IN EXPERIENTIAL EDUCATION: *Starting Where the Learner Is (Assuring Children of Their Inestimable Worth)*

Donald F. Webb, Jr.

*When I feel sad inside
I talk things over with my tree.
I call him Michael Raphael.
It is such a comfort
To nestle up to Michael Raphael.
He is a grand tree.
He has an understanding soul.*

Many people are profoundly worried about the state of education and the plight of children and teachers in this country. Young people are entering a world that is exploding with knowledge, but many have lost all joy in learning. Those who have been able to succeed in the mastery of concepts and skills have often done so to the detriment of personal development and have real trouble collaborating and interacting effectively in their professional worlds. There is also a growing conviction among educators and employers that teaching proscribed skills (to be swallowed more or less whole) in a highly competitive environment by rigidly proscribed methods fails to encourage the development of the "drive," or whatever it is that distinguishes a committed person who looks upon learning as a way of life from an indifferent one who wants to get learning over with once and for all and spend the rest of life doing only what is needed to get by.

Children need to be in the position where they are explorers, innovators, and teachers. The adult assumes the role of a facilitator, an observer, and a mediator. If the adult in a given situation is himself simultaneously and genuinely exploring the area (not just observing children acting upon it), then a bridge may be built for the children's involvement, since involvement is often contagious: "In sharing such enjoyment with children, there is a communication of the fact that as observers and learners, we are of the same stuff. To be present, but unresponsive, often communicates a failure to value" (Hawkins, 1968).

Understanding and Making Use of Cultural and Age Diversity

We know that no two people learn exactly the same way. We also know to ignore a child's (or adult's) learning strengths, attention span, interests, or personal way of processing data is to engender fatigue, discouragement, and resistance. The educational challenges are: to help individual children acquire the knowledge they need in a way that releases in them a real joy for the learning process; to help them prepare to make choices and become responsible for their own learning; to help them become excellent observers and askers of good questions; and to help them relate to each other in peace and cooperation, taking pleasure in each other's company. These are the skills children of all cultures must have to succeed in the world they are inheriting.

The Whispering Oaks and Meathouse Hollow One-Room Schoolhouses, and Nature Camps, Inc.

Whispering Oaks and the Meathouse schools, and Nature Camps, Inc. held the philosophy that children learn best by doing . . . especially doing things that interest them. (Both schools are now closed.) Whispering Oaks was an accredited private school in rural Maryland, working with children of different learning styles, mostly dyslexic, ADHD, and ADD children. The Meathouse school was a public school in the deepest "hollers" (mountains) of eastern Kentucky, and the children attending were Appalachian mountain children. Nature Camps, Inc. is an outdoor adventure and environmental education facility that has been active for 25 years.

Teaching children of various ages, abilities, and backgrounds provides a unique experience. The intimacy of a mixed age group (ages 5-15) resembles a family. In this relaxed atmosphere, high levels of aspirations are encouraged naturally; the discouragement is taken out of failure; there is the joy of cooperative efforts and the reinforcement of skills when children coach one another. They are teachers as well as learners. The children are being exposed to a way of life. Understanding this is very important.

Children know that realities turn them on: the realities of sun and wind and rain; of a calf that licks your hand when you feed her rows of corn that can mean corn roasts later on; of mountains to climb that challenge young muscles; and of subsistence training which tests knowledge of wilderness roots, berries, and plants. Out of this comes the self-sufficiency of children who grow up in well-planned, "responsive" school setting. They approach problems with confidence in their ability to solve problems. Children are learning how to learn, how to live, and how to work with others.

Not Culturally Disadvantaged!

Due to poverty, political, social, and living issues, people outside of Appalachia often speak of the Appalachian people as being culturally disadvantaged. They are anything but this. To make the teaching of reading relevant and meaningful at the Meathouse School, the children would gather together to tell many stories. All the children (ages 5-19) would contribute to the same story by taking turns. Eventually enough stories were made, copied, and titled by the children, making their OWN Reader.

Here, for the first time in their lives, what the children were attempting to read (. . . and then really read) made sense to them because it was about their environment, about them, and it was their expression of beliefs and imagination. The "Meathouse Reader" became their book—a book of their stories. The children were filled with pride and joy!

Stuck-Up Chickens (Excerpt from the Appalachian children Meathouse Reader)

One day Andy, Don, and I went over to the hog lot and the chicken was stuck in the mud. The old hog came over to the chicken and began to eat it. She sure had a good mess. And she got a bone caught crossways in her neck.

Oakley came over and started to feed her, but she wouldn't eat any. And Oakley ran his hand down her neck, and the hog bit his hand off. And he swallowed Oakley's hand and the old hog got poison from Oakley's hand and died.

Oakley went to the doctor to see about the hand. The doctor told him to go back to the house and cut the old dead hog open and get his hand out, and bring his hand back and he would sew it back on. The doctor sewed the hand back on, and told him to come back to the house. He went to bed, and after awhile he heard something say, "I WANT MY BIG HAND!!" And he got up to see what it was, and he didn't see anything, and he went back to bed.

After he got back into bed, he heard that THING yell again, "I WANT MY BIG HAND!!" He got back up and looked around the house. He didn't see anything, so he went back to bed and heard the door begin to open a little at a time. And it kept right on opening until it was wide open. And he saw BIG TOENAILS peeping around the door and then all at once it jumped out and hollered, "I WANT MY HAND!!!"

By that time Oakley and Bess and all the kids were getting scared. They saw it rooting and knew it was the same big old sow that was dead. And Oakley said to Bess, "That's our old sow!" And Oakley said, "You can't have my hand back," and he grabbed the old shotgun and killed the sow.

And all at once a lot of pigs began to come out of the hole that Oakley shot in the sow. And Oakley counted and he had twelve new pigs. He put them in the pen, and had lots of meat for the winter.

THE END

Nature Journals for All Ages

Making and using Nature Journals are other ways to bring out the joy and marvels that children (and adults) discover upon their explorations and reflections. (See "Nature Journal Construction" in Appendix C.)

It is important to ask students to extract meaning from their experiences and to translate those insights into new experiences. Just ask them to tell their stories: to draw, write, think, brood, capture the moment, seize the day—all done in the quietness of nature's writing studio, wherever one might be. The act of writing about what one has observed, felt or done often, produces new insights. For some, writing and drawing become avenues of thinking; for others

it provides a means of documenting, and for others still it gives legitimate place for the expression of emotion.

Additionally, there is that magical element of writing with a stick pen or feather, using one's naturally made ink: perhaps fall's pokeberries or the treasure of newly fallen walnuts, dipping and re-dipping while earnestly drawing or writing. And it is all done slowly, acknowledging that what goes slow can run deep—and ever so beautiful.

Sometimes children can record what lies behind in order to anticipate what lies ahead. Thinking out loud in the Nature Journal can enable them to savor an experience as rich and colorful as a sunset.

Experience is not what happens to you, it is what you do with what happens to you" (Huxley, 1972). Huxley's statement is an environmental maxim. Reflecting upon what is drawn or written leads to the vital realization that there is much to understand in nature, and much to lose.

Assuring Children of Their Inestimable Worth

These schoolhouse and environmental/experiential education experiences only begin to describe effective... joyful... education, a leading forth toward the happy and effective living we all want for each of our children and for the school community as a whole. School experiences should enable each child to learn to deal with change, to probe with questions, and to thrive on independence. It should bring forth compassion, and a rugged, venturesome, and joyful attitude.

Lastly: About a Child's World, Merlyn, King Arthur, and Goose Perspective

The child's world is a world of symbols, shapes and sizes until that dismal day when it is taught to put a label on each and every thing it has felt, touched and smelt, and forced to shrink it by a name.

The child's world is the poet's world where dimensions differ only according to feeling, not fact, that place of the fourth dimension that eludes all but painters, poets, lunatics, and the players of musical instruments. And it even eludes those at times. That is why they remain children, eternally committed to chasing after it, clinging to the tatters of those clouds of glory with which we were born and which only rationalization can rip off (Menuhin, 1993).

If we are fortunate, we find an understanding that eventually transcends knowing, as in the tale of King Arthur, when his childhood mentor Merlyn the magician enters to give him one last lesson in life. Arthur is transformed into a goose and while flying about speaks: "But it was no good trying to tell about the beauty. It was just that life was beautiful beyond belief, and that is a kind of joy which has to be lived."

As in the lives of John Muir, Jesse Stuart, and Opal, we as educators and facilitators need to steadfastly keep as our mission bringing forth a spirit of adventure, excitement, acceptance, and joy to our charges.



MAKING SENSE OF OUTDOOR MANAGEMENT DEVELOPMENT (OMD)

Comparing Participants' Views of OMD with the Received Wisdom

Phil Donnison

Introduction

In the UK, the term "Outdoor Management Development" (OMD) is commonly used to describe courses that use outdoor facilities to achieve the aims of management development. OMD courses are purchased on the basis of claims that they effectively develop staff and managers from a variety of organisations. The "received wisdom" in OMD is that practice in the field has a sound theoretical basis and that it achieves the results it claims. However, there are two long-standing criticisms (Jones and Oswick, 1993):

- There is little or no theoretical basis to practical application in the field of OMD.
- Although OMD course providers treat the outcomes they claim to achieve as 'proven fact,' there is little evidence that this is the case.

Jones and Oswick (1993) suggest that the received wisdom in OMD is based on the beliefs and opinions of OMD course providers, not on the results of empirical research. This paper reports the results of research that compares the received wisdom on OMD with course participants' personal experiences of attending a course.

Methodological Approach

There is a trend in the UK to promote training as a means to an end. This has prompted research that seeks to 'prove' that training produces the results it claims.

The majority of research into OMD adopts a quantitative approach and uses a quasi-experimental design. This seeks to identify a cause and effect relationship between OMD training courses and their outcomes. However, many quasi-experimental studies are open to problematic issues; namely:

- A large number of variables make it difficult to identify any causal relationships between variables or to measure any effects arising from the course.
- The findings from each study are limited to the course investigated during that study. They will not automatically apply to all OMD courses.
- Results may be based on self-reports from participants who are effected by post-course euphoria (Marsh et al., 1986) or who have a vested interest in giving a positive evaluation.

As a result, the evidence on the effectiveness of OMD that quasi-experimental approaches produce has yet to silence its critics. Meanwhile, researchers continue, through more and more rigorous research designs, to produce objective evidence that OMD 'works.'

An alternative approach to research into OMD is to accept the subjectivity of the situation and shift from a quantitative approach to a qualitative approach. Qualitative research seeks to gain a greater understanding of a training course rather than prove it 'works.' Qualitative research into OMD focuses on the experiences of those involved in the courses by asking participants to give their perceptions of the OMD course they have attended.

Participants from OMD courses at Brathay Hall, an OMD provider in the English Lake District, were asked to take part in the research. They were interviewed several weeks after they had returned to work. All interviews were recorded, transcribed and analysed to identify comments that contained similar meanings and themes. These were built into categories that were then organised into a typology, grouping categories of similar meaning together.

What follows are the findings from the analysis of these interviews. Participants on the Brathay course made observations that correspond to Jones and Oswick's (1993) two key areas of criticism:

- The theoretical basis for OMD
- The outcomes of OMD courses

Findings 1: The Theoretical Basis for OMD

There are various ideas about the processes that form the theoretical basis for OMD. It is widely presented as taking an experiential approach rather than merely transmitting knowledge and information. This emphasises practical skills (doing) and the affective domain (feeling) as well as the cognitive (thinking) domain. When talking about an OMD course which aimed to develop teamwork, one delegate mentions this aspect of the course:

"I think it has made a tremendous difference to the way we feel about each other. We're all rooting for one another. Because of the training we are a very strong team."

There are examples of empirical research that contribute to the conceptual framework of OMD (Kirk, 1986; Newell and Ibbetson, 1996; Irvine and Wilson, 1994; Dainty and Lucas, 1992). These papers describe some of OMD's identifying features. For example, OMD courses contain a degree of physical involvement, usually in activities or exercises that place participants in a novel situation. These activities are followed by reviews, during which behaviour may be discussed, feedback exchanged and feelings disclosed. This process typically follows the Kolb learning cycle (Kolb, 1974).

Participants recognise that the experiential cycle enables them to learn lessons from exercises and activities that can be transferred to other situations. One delegate commented:

"After each task we sat down—otherwise it would have been one long holiday—we sat down and said what we did right and wrong. That's how we learnt. You could apply those lessons to anything that you do. Even though they were outdoor activities you can apply them to any team exercise."

The participants also saw the courses as an opportunity to try out new approaches and experiment with situations which they may find challenging. This process was clearly described by one of the delegates.

"We discussed a lot of things quite openly there and everyone said what they were or were not comfortable with, and we all tended to pick up on what people weren't comfortable with and then encourage them to have a go. It worked quite well"

The main processes identified by participants that occurred during the courses included in this study are listed below:

- Participants found the exercises and activities they took part in a useful way to learn.
- They found the involvement in these exercises more effective than being taught in-a classroom.
- They were actively involved in the opportunity to learn by identifying things they were not comfortable with and trying them out in a safe environment.
- The opportunity to experiment without the fear of repercussions if things went wrong was particularly appreciated.
- Several participants were able to identify specific insights they had during particular exercises.
- The reviews, which followed the exercises, were seen as particularly useful.
- They also identified feedback from each other and from questionnaires as significant.

Findings 1: The Outcomes of OMD Courses

OMD courses are a form of training and development having specific objectives that they seek to achieve. The breadth of training objectives that OMD courses claim to achieve has led to comments that it is difficult to find out what OMD cannot achieve! (Burleston and Grint, 1996). For the purposes of this study participants' perceptions of the effects of the OMD courses were compared with the explicitly stated aims of the course. These were:

- To develop an understanding of an effective approach working as a team.
- To develop the ability to work together, as a team, with colleagues who are attending the same course.
- To understand the personal skills needed to work as managers and supervisors.
- To develop management skills in the areas of people management, teamwork and motivation.

Participants on OMD courses need to see the course as relevant to their workplace environment (Kirk, 1986). One delegate's comment confirmed that they saw the lessons learnt during the courses as relevant:

"In your job, everyday you face things that you haven't got a clue what to do and you have to go out and fight for yourself or rely on everybody to help you and it is exactly how it was during the course, it's the same concept. If you can't do something you need to rely on other people."

The participants in this study identified that the OMD courses produced a variety of effects which agreed with the stated aims of the course. These included:

- An increased awareness about themselves and their effect on

other people.

- How they felt about themselves; for instance, their level of self-confidence.
- Better knowledge and understanding of each other as members of the same team.
- Increased feelings of support and encouragement between team members.
- General principles, such as best practice when working as part of a team.

Conclusions and Summary

These findings are from a qualitative study. As such this study follows the tradition of qualitative research and describes the understanding participants have of OMD. It does not seek to measure the effects of the OMD course nor to establish the causes that are related to these effects. The conclusions are based on participants' perceptions.

This research study found many similarities between the received wisdom and the perceptions of participants on the course at Brathay Hall. Participants identified processes during the courses that are similar to those prescribed by the various theories which OMD practitioners claim guide their practice. The participants also identified the effects of the courses which were related to the formally stated aims of the course.

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PATHWAYS TO TRANSFORMATION

Bob Henderson and Pamela Cushing

Introduction

The ubiquitous use of the term 'transformation' in experiential education has blurred its specific meaning in any given case. Designing an effective curriculum requires instructors to first determine what kind of transformation they would like to generate. In this paper, we will review how our own research led to questions, insights and examples about transformation.

At a recent AEE conference, I (Bob) chatted about transformation with another experiential education practitioner, but we had difficulty connecting on the matter. I was referring to a deep ecological notion of transformation involving a questioning of cultural practices revealed in educational experiences. She was referring to her important work on substance abuse therapy. Our disconnect stemmed from not specifying what we meant by 'transformation.' By way of a beginning we could suggest long-term versus short-term, moral/political versus neutral, ecological versus human-centered. For the sake of clarity, let's call the transformation that stems from work in substance abuse therapy 'transformation,' and the deep ecological notion of change that involves a rethinking of one's world-view 'Transformation.'

Roots of Interest

The authors' background on transformation stems from two separate research projects. In both projects, we found that personal change, or transformation varied in four ways: *content* or area of change, *degree* or intensity of change, *longevity* of change post-course, and finally, extent of *integration* of the transformed perspective with other areas of their lives. A prevalent example involves *time*. Change in behavior may occur in one's orientation to time as a *content* area. One may shift in *degree* from an intense mechanical time structure to a more balanced input of bodily time, whereby there are times when one sleeps when they are tired, eats when they are hungry, and doesn't live by a daily list of events. The *longevity* of this shifting may be short-term or long-term, depending on inhibiting factors. The *integration* of time as a lifestyle issue is connected to other lifestyle factors, such as stress, health, friendship, and so on.

Research One: Outward Bound and 'transformation'

The first project involved longitudinal research conducted over a year with youth on Outward Bound long courses (21 days). Through interviews and participant observation, we constructed student narratives at three points: a month before, at the end of, and 3 months after the course. This approach highlighted the broader life context in which a course takes place, and also provided a baseline of the students' pre-course state of mind, expectations and development. The narratives confirmed that they were indeed undertaking a range of transformational learnings. Importantly however, the two post-course interviews indicated significant variation in these transformations among students.

For the purposes of this paper, there were two key learnings

regarding transformation. First, transformations are *partial, personal, and themed*: these students did not transform their whole identities or but rather used their personal background to choose to focus on certain lessons and adapt them to their own needs. This recollects the "continuity of learning" implicit to experiential education (Dewey 1938). Their narratives also usually indicated one or two key insights that became the theme(s) around which most course experiences were 'storied.'

Three students from one brigade illustrate these theories. Before the course, Jeremy indicated to me that he did not feel confident about his leadership skills. After the course, Jeremy's telling of the experience reflected on implicit attention to the leadership aspects of various events, and how these changed his understanding and confidence in leading. The two other students emphasized other aspects of the same events. Students can intuit what skills they need to develop.

The second revelation in these students' narratives, was that for most people, achieving transformation or Transformation requires different strategies and techniques, even if the basic experience is similar (Cushing 1997b). Most students were able to achieve some degree of transformation that moved them along the "trajectory of maturation", such as: the desirability of initiative, compromise, listening, caring for others and the earth. However, only two of the 22 interviewees appeared to move even slightly beyond that normative trajectory to a more critical, or radical awareness along the lines of deep ecology, eco-feminists, or even a more moderate shift to seeing their personal or moral role in sustaining one system over another.

This should not be surprising. It is not Outward Bound's mission to convert its students into social or socio-environmental activists. It did indicate, however, that if one *did* want to achieve such an objective, it would require a different set of techniques than that employed in this classic experiential education model. Cultural studies have demonstrated that because students bring their existing world-view into their learning experiences, they will tend to interpret new experiences within those conventional frameworks, unless given compelling new ones to use (Fraser 1994; Janmohamed 1994). In other words, when we choose to 'let the mountains speak for themselves,' we are actually implicitly encouraging the status quo interpretation.

Research Two: Aiming for 'Transformation'

The second research project studied a course that in fact *begins* with a specific set of 'Transformational' objectives and employs a set of strategies to that end. This is a university-level travel course designed with in-class and experiential field components. It assumes from the start, that an 'effective' environmental education must address fundamental issues with the way we dwell on the earth.

The instructor prepares interventions designed to facilitate a disorienting ambience, setting the mood for challenging the students' conventional assumptions about the earth and their relation to it. In deep ecology, this sort of change of consciousness can be called

"Self-realization," meaning to extend the personal 'self' outwards to encompass a broader circle of connections ecologically and spiritually (Naess 1989). Some examples of these disorienting experiential techniques include (Henderson 1995):

- no watches: learning to live without a rigid sense of mechanical time;
- stories: being immersed in an environment where stories are given time and value;
- being: having the time to simply be with a place and with yourself; spontaneous play;
- silence: privileging space and silence over 'activities' in the scheduling;
- living: in a course environment which emphasizes the learning potential in experiential epistemological approaches over conventional, transmissive ones.
- cross-cultural exposure: incorporation of Eastern tea ceremonies and Native Canadian historical learning into the experience

Analysis of the students' course journals over a period of ten years, indicated that the process was working, in that their reflections demonstrated a connection between structural disorientation and incipient Transformational learning that went beyond their usual, taken-for-granted educational experiences (Henderson 1995). Many students wrote about events or ideas that made them question the way they had previously thought about something.

Another common revelation is often reported in connection to their relationship with nature. Many students articulate a new appreciation of the wilderness. While the experience generates different focal insights for each student, the overall effect of the interventions does seem to achieve the beginnings of the kind of altered and critical awareness that they are designed to facilitate.

A Typology of Transformational Aims

The following typology is an effort to delineate between basic types of programming to facilitate a more strategic approach to curriculum design for various pathways to transformation. The model draws on our own work, but also that of others' whose work we cannot cover here because of space (Cherryholmes 1988; Turner 1969; Bacon 1983; Priest 1996, Fay 1977):

- **Skill** (to develop, or even transform skills according to given guidelines)
- **Citizen** (to transform, as in to develop students' views of the world and their role in it), and
- **Ecological** (to transform society by encouraging students to rethink the existing social order and cultural assumptions about how we dwell on the earth (Cushing 1997b).

The 'transformation' of skill development and citizenship maturation does not involve questioning our core values or the socio-cultural ecological order. Here, "education is a function of society,"

and accordingly serves society (Tappan and Brown, 1989: 200). For an ecological Transformation, the fundamental assumptions and practices of our socio-ecological order are challenged as certain ecological realities come to bear heavily on our consciousness through our educational experiences. Here, "society becomes a function of education"; and this education is bent on reforming through spiritual growth, individual agency and ecological vision (loc. Cit.).

We hope that this paper has directed some relevant attention to the area, and that the typology of transformative learning can operate as a starting point for further discussions.

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THE PSYCHOLOGY OF HUMAN PERFORMANCE

David A. Thomas

Introduction

Why is my child having such a difficult time achieving good grades in school? Why do some of my training program participants exhibit certain behavior patterns that are counterproductive to the goals of the team? Why do certain employees fail to meet performance expectations? Why do I have such a hard time making enduring positive changes in my own attitudes and behaviors?

Realistically evaluating an individual's performance, and then developing interventions designed to close undesirable "performance gaps," has been the job of responsible parents, educators and leaders throughout history. In fact, successful leadership in any capacity could be defined as one's ability to cultivate individuals who possess the *ability* and *desire* to effectively set and achieve worthwhile goals; individuals who can learn new information and skills quickly; individuals who can adapt appropriately to changing circumstances and environmental demands.

New theoretical insights in the areas of cognitive, social, and motivational psychology have the potential to translate into specific strategies that may provide the key to understanding and solving many human performance problems. The purpose of this monograph is to describe a theoretically grounded template that can be used to analyze the root causes of performance problems at the individual level. Based on a clear understanding of the specific reasons for performance problems, effective interventions can then be developed to solve the problem at hand.

Basis of Performance Problems

There are really only four reasons why individuals fail to perform as desired: they don't know *what* to do (a communication problem); they don't know *how* to do it (a knowledge problem); they don't *want* to do it (a motivation problem); or they are not *permitted* to do it (environmental support problem). All performance related problems can be boiled down to one, or a combination, of these four factors.

The initial challenge in developing a clear insight into why an individual is not performing as desired is to determine whether the problem is related to communication, knowledge, motivation, or environmental support. We will confine our analysis to knowledge and motivation related human performance problems, since communication and environmental support related issues and interventions associated with performance are reasonably well documented in the popular literature.

Identifying Knowledge Problems

When a performance problem surfaces, ask yourself the following questions: Has the person ever successfully done this task before? If this person's life depended on it, could he/she effectively perform this task? If the answer to either of these questions is "yes," then it is probably *not* a knowledge problem. Generally, decreasing performance over time is also probably *not* a knowledge problem.

Does the individual appear committed to the task at hand? Are the goals and performance criteria clearly specified? Is the environ-

ment supportive? If all of these factors seem to be present, and the individual is still failing, this points to a possible knowledge problem. Performance problems associated with novel tasks, new procedures, and changing requirements could easily be knowledge related problems.

Addressing Knowledge Problems

When developing knowledge related interventions or training: First, is the knowledge needed to improve performance primarily declarative or procedural in nature? Second, how different or novel is the knowledge needed to improve performance compared with the individual's current knowledge base and capacity to learn? How can the new knowledge be presented in order to maximize the specific individuals chances of learning and using this new knowledge?

Declarative Versus Procedural Knowledge — Knowledge contains declarative and procedural components. In general, declarative knowledge could be defined as "what we know," whereas procedural knowledge could be defined as "what we know how to do."

In general, declarative knowledge is easy to learn (or unlearn), whereas procedural knowledge tends to become automated and is thus very difficult to modify or change. Procedural and declarative knowledge also differ in their "transfer characteristics," the ability to generalize the new information to other contexts: to apply the new information in new ways or situations (Gick & Holyoak, 1987). Training programs or interventions designed to help individuals gain knowledge must consider the declarative/procedural nature of the knowledge to be learned.

Novelty of the Information — Learning theory tells us that the most effective way to learn new information is to link new concepts and ideas to other things that you know well and are concerned with. This process also improves one's chances of achieving effective transfer of the learned concepts to other domain.

Unfortunately, extremely novel concepts and ideas can be difficult to relate to previously learned knowledge. The ability to solve novel problems and learn new information is related to an individual's metacognitive skills and self-regulatory processes. These self-regulatory processes help individuals explore their own perceptions and current knowledge, get in touch with their own goals and passions, draw parallels and develop analogies, manage attentional and environmental challenges, and modify attitudes and beliefs based on new information.

Knowledge related interventions should incorporate the appropriate use and development of declarative, procedural, and metacognitive capabilities, depending on the type of knowledge one must acquire. The newly emerging concept of adaptive expertise (Holyoak, 1991), considers interrelationships between declarative, procedural, and metacognitive processes in learning, which may deal more effectively with novel problems and transfer of learning. Smith, Ford, and Kozlowski (1997) provide a good review of the literature in this area.

Identifying Motivation Problems

When a performance problem surfaces, ask yourself the following questions: Does the individual appear committed to the task? Is the individual overconfident? Lack of commitment and overconfidence are both symptoms of motivation problems. Symptoms such as procrastination, "passing the buck," making careless mistakes, giving up easily, and denigrating the task are all characteristics of a motivation problem.

Factors Associated With Motivated Behaviors

The concept of motivation is at the heart of many of society's most pervasive and enduring problems. Motivation can be shaped by social environments and has a direct developmental influence on behavior and personality (Ford, 1992). Motivational theories have evolved from a mechanistic viewpoint of humans reacting to internal/external influences basically outside of our control toward a viewpoint that takes into consideration internal cognitive processes (e.g., expectancy theory, locus of control, causal attributions). More recently, motivational research has begun to consider concepts associated with personal agency beliefs, goal-related processes, and the role of value and emotions in the motivational process.

Ford's Motivational Systems Theory — In an effort to develop an effective framework to develop motivational interventions, the Ford's Motivational Systems Theory (MST, Ford, 1992) will be used. MST provides a useful framework to summarize and apply motivational research, and was selected because of its suitability for analyzing various aspects of motivation within a human performance context. MST assumes that motivated behaviors can be explained by three variables: personal goals, personal agency beliefs, and emotions.

Personal goals Ford (1992) considers there to be two aspects to personal goals - content and process. Goal content can be analyzed in terms of answering questions such as, "What do you want?" "What are you trying to accomplish?" and "Why did you do that?" Goal processes relate to the "method" or "style" that one uses to conceptualize the goal; in other words, "the cognitive methods or strategies used to represent a goal" (Ford, 1992, p.110).

Clark (1997) takes this conception of personal goals one step further and points out that different individuals have different perceptions with respect to the goals that will bring the greatest sense of control, or the greatest sense of value.

Clark (1997) also breaks this category down into three different types of control values: utility, interest, and importance, which affect perceptions of control and thus goal pursuit. Utility is associated with how useful the attainment of a specific goal is with respect to the attainment of other future valued goals; interest is associated with task enjoyment or intrinsic curiosity; and importance is associated with personal significance of doing well on a task because it confirms or disconfirms one's own beliefs about oneself.

Personal Agency Beliefs According to Ford (1992), "Personal agency beliefs play a particularly crucial role in situations that are

of the greatest developmental significance - those involving challenging but attainable goals" (p.124). In the MST model, personal agency beliefs are considered to reflect both capability beliefs as well as context beliefs.

Emotions Positive emotions such as happiness, joy, delight, satisfaction, contentment and optimism increase the likelihood of choosing and remaining committed to specific goals. Conversely, negative emotions, such as sadness, frustration, anxiety, fear, depression and anger decrease the likelihood of choosing and remaining committed to specific goals (Ford, 1992).

Choice/effort Distinction — According to the Clark (1997), cognitive effort is one of the least explored and least understood issues in cognitive theories of motivation. Clark (1997) distinguishes choice and commitment problems from effort problems in his model, positing that choice is primarily influenced by values and that effort is primarily influenced by "efficacy and personal agency assessments of the knowledge required to achieve tasks" (p. 7). Amount of effort invested is determined by our assessment of how novel or difficult we perceive the goal to be.

Addressing motivation problems requires that each variable be considered in terms of its contribution to a specific problem. Ford (1992) provides a detailed review of all of the motivational literature, and gives recommendations with respect to motivational interventions based on the MST model.

Conclusions

In order to realistically evaluate an individual's performance and then develop interventions designed to close undesirable "performance gaps," one must differentiate knowledge problems from motivational problems. By understanding the problems associated with each, one can begin to get to the root cause of performance problems. This is the first step in determining the best course of action to effectively treat performance problems.

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WALK THE TALK:

"Tracking" Team Performance

Drs. Scout Cloud Lee, Jan Summers, and Carol Ann Washburn

Abstract

The ability to observe the sequential patterns of individual and team interactions may be one of the most effective tools available to assist in team growth, development and change. This paper will define the observation tool known as "tracking" and suggest ways to utilize objects, referred to as "tracking tools," to focus processing and transfer learning to real work.

Tracking: What is it?

Tracking is the ability to notice external behavior in order to understand internal processes. Tracking is observing the whole body moving in patterns in the larger circle of experience. It is observing patterns in and among groups.

All living things move and leave their mark. These marks are observable and extremely valuable as direct feedback for individual and teams. A basic understanding of quantum physics is: *to observe the smallest pattern of movement is also to observe the largest pattern*. The reverse is also true. *To observe the largest pattern is to also see the smallest*. For example, one may be seen "dissociating" by stepping back or pressing away. They may also be seen dissociating by sitting or moving on the periphery of a group. This act of dissociation may reflect lack of buy-in, commitment or agreement.

The body is the mind's experience of itself. How a person or group moves through space is how their mind processes information. The body and its selection of where to be in space is a literal metaphor of the human experience at the deepest of unconscious levels. Our bodies literally **act out** our thoughts. To notice the larger patterns of movement is to understand the internal program. To **interrupt** patterns is to change the course of destiny. We now have the technology to **observe** patterns, to **interrupt** patterns, to **elicit** patterns, to **create** patterns, to **install** patterns, and to **model** patterns.

To the trained facilitator, **tracking** is knowing the culture and climate of a team's organization. It is having an understanding of the team's past behavior, basic needs and resources available for growth, development and productivity. When an assessment of the team's past and current status has been made, tracking team dynamics provides valuable insight into team performance and potential. Tracking is noticing linguistic and behavioral patterns within the team in a variety of situations, so that the understanding of team dynamics can lead to opportunities for change, growth and increased levels of performance, well-being and satisfaction. Tracking understands that when a behavior is noticed twice, it is a pattern. If it is observed three times, it is a habit, and repetitions beyond that are impulsive. When behaviors are brought to conscious awareness, they can be changed or developed to maximum potential.

Activities that elicit team behavioral patterns

People learn best by doing. We will remember:

- 10% or what we **READ**
- 20% of what we **HEAR**
- 30% of what we **SEE**
- 50% of what we both **SEE** and **HEAR**
- 70% of what we **SAY** and **WRITE**
- 90% of what we **DO!**

There are three basic reasons we choose to use activities as an introduction to real work issues. First, **doing** a thing provides more behavioral information than simply talking about it. Experience is an essential part of learning. Approximately ninety percent (90%) of what is fed into the brain is proprioceptive (movement in space). How **people** move and the linguistics that trigger those movements are literally how people think. Second, we have found that teams learn best if they have first had an experience that approximates the issue. From this experience, they can draw relevant information. This format of experience first, followed by cognitive understanding, appears far more effective than the traditional cognitive learning approach that hopes participants will apply the learnings behaviorally. Finally, it has been our experience that teams learn best when they are having **fun**.

When teams come together there are a number of skills that are needed to insure success. Among them are a variety of synergy skills that create an environment of acceptance, belonging, trust, open communications and a sense of personal expression and value to the organization, team and community. Teams need to understand the dynamics of change and transformation, interpersonal work styles and communication, co-creation and problem-solving, business practices and effective meeting skills, performance improvement and customer service.

Activities that require the same dynamics as real work issues, yet are slightly removed, utilize *isomorphism*. *Isomorphism* removes participants from the real work situations to ones that approximate in such a way as to bypass conscious objection. Teams can more objectively approach issues when they are dissociated from the real work long enough to notice and learn from existing patterns. They can then return to the real work issues with a renewed sense of understanding based on their experiences.

We use a variety of activities that allow team members to experience the patterns of teamwork, and to open a forum for learning and skill building. Use of these activities allows team members and facilitators opportunity to track actual linguistic and behavioral patterns without the historical and hypothetical reviews prevalent in a discussion-only format.

Team members and facilitators learn to track language and patterns of behavior in search of those skills that lead to customer delight, increased levels of productivity, collaboration and a profound sense of making a valuable difference. One team of top level managers discovered that real diversity in the workplace reached beyond ethnic and cultural differences to differences in personal work styles. They were able to identify behaviors that had prevented them from valuing one another and from coordinating their division efforts toward the larger performance goals. Another team learned to give developmental feedback and streamline communication in such a way that achieved synergy and maximum results. Any activity that approximates existing or desired team dynamics can be tracked for specific individual or team behaviors applicable to the workplace.

Applied Processing: Tools to Focus Tracking

Tracking is most effective when solicited from team members. Individuals tend to own that which they create or notice for themselves. Eloquent facilitation skills direct a team's focus toward a desired outcome, and allow them to discover solutions. Tracking tools allow for focused discussion in which everyone listens and everyone has the opportunity to speak.

In a combined effort to focus team processes toward 360° feedback and encourage active listening and thoughtful communications, we use a variety of "tools" for tracking information. These

objects, found in our **Trak Pak™** symbolize a focus for consideration, and are passed around or back and forth among team members. Individuals may speak only to the topic symbolized, and **only** when they are in possession of the object. Examples of objects and questions we use are:

Key: What was the key to our success? What is the key to unlock our gridlock?

Play money: What is the most efficient way to achieve our goal? How can we cut costs and improve service? What are our cost benefits?

Ruler: How can we best measure our success?

Compass: Who gave us direction? What type of direction?

Conclusion

Tracking provides the team and facilitators eloquent tools for direct and specific observation, assessment and planning. Because external behaviors provide information about internal processes, there is little room for guess work. Planning for change can be specific, observable and outcome oriented.

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WHO IS LEAST LIKELY TO VISIT NATURAL AREAS AND PARTICIPATE IN OUTDOOR EXPERIENTIAL EDUCATION PROGRAMS; WHAT ARE THE BARRIERS; AND HOW CAN BARRIERS BE BROKEN?

Patrick T. Tierney Ph.D. and Rene Dahl Ph.D.

Recent studies (Floyd, Gramann and Saenz 1993; Dwyer 1994; Tierney, Dahl and Chavez, 1998) have found significant differences in visitation to natural areas and participation in outdoor recreation activities among segments of the American public. Who is least likely to visit parks and outdoor recreation sites, or participate in programs? Does visitation vary by ethnic and socio-economic group? Why are some less likely to participate and what are the most important constraints? These are already important questions to not only protected area managers, but to non-profit and commercial organizations that provide outdoor experiential education (EE) programs, often in natural area settings.

Future trends suggest that we will need to pay even more attention to these issues. The U.S. Census Bureau projects that over half of the nation's population will be "of color" by the year 2050 (McLeod 1993). There is a distinct possibility that significant changes will occur in current natural area recreation use patterns and participation in outdoor experiential education programs. Barriers identified by current users and non-users, especially urban "minority" residents, help natural area and EE managers adapt current practices and develop unique programs and delivery systems to serve the growing ethnic population.

The study described in this monograph was based on a telephone survey of a stratified random sample Los Angeles City and County adult residents between November, 1994 and January, 1995. Los Angeles County, with a 1990 population of over 8,863,164 residents, was selected because it is the source area for many visitors to parks and experiential education programs, because of its proximity to several nearby national forests and other large undeveloped natural areas, and because of the great ethnic diversity of its population. Caution should be used in extending results from this Los Angeles sample to other parts of the country. Sampling of a source area, instead of interviewing at a park site, was selected because we wanted to learn about both *users* and *non-users* of undeveloped natural areas. Interviews were available in English, Spanish and Mandarin.

Respondents were asked if they took a recreational or leisure trip away from their home from May through August, 1994. If they took a trip, respondents were asked if they visited an "undeveloped natural" area. An undeveloped natural area was described to respondents by the following statements. "We are *not* interested in trips to a city where there were highly developed recreation sites, such as city parks and beaches, zoos, festivals and theme parks. We are interested in trips to areas located outside cities where you visited undeveloped natural areas, such as national and state forests, open space areas, protected areas or nature preserves. These areas could have campgrounds, lakes, access roads, visitors centers and trails." The intent was to allow for a relatively broad definition of what constituted an undeveloped natural area (NA).

This approach allowed us to gather data from three key groups: 1) Persons who **did not take any leisure trip** during the summer; 2) persons who **traveled but did not visit an undeveloped natural area** in the summer; 3) persons who **visited an undeveloped natural area** on a vacation or shorter excursion.

Each of the three groups described above was asked to identify barriers or constraints to visitation. A consistent set of 18 barriers statements, developed from past research (Norman 1991; Tierney 1992) and the pre-test, was asked of each group.

Results

A total of 3,098 calls were attempted with a total of 894 interviews were completed. Despite this lower than anticipated response rate the survey is still considered an accurate representation of the overall Los Angeles area because of its large sample size. To check for non-response bias, demographic characteristics of survey respondents were compared with those for the 1990 U.S. Census for Los Angeles County, which showed that the sample is reasonably representative of the county population.

The survey sample was very diverse, with 31.8% identified themselves as primarily Mexican American, Hispanic, Chicano, Latino or Spanish decent; 31.1% were White or European American; 20.6% were Black or African American; 16.5% Asian or Pacific Islander; 0.7% were other ethnic groups and 1.7% were a mixture of ethnic groups.

About one in three survey respondents did not take any leisure trip during the late spring and summer of 1994, suggesting a substantial number of residents have significant barriers to travel or have limited interest in leisure travel. About four out of ten residents of Los Angeles County took a trip in which they visited an undeveloped natural area. The remainder (30.5%) took a leisure trip but did not visit an undeveloped natural area.

Visitors to natural areas were relatively evenly distributed among age groups. However, there were significant differences in visitation to natural areas according to education and income levels, with 55% of respondents from households earning \$75,000 or more visiting a NA, compared to 17.1% of those from households earning under \$25,000. There was little difference in NA visitation between males and females. U.S. citizens were more likely to visit a NA (35.9%), compared to non-citizens (24.6%).

There were significant with-in group differences in visitation to a NA. African Americans much more likely to visit a NA were young males with high education and high income. Hispanic and Asian Americans who most frequently visited a NA were U.S. citizens, with high education and income levels. However, Asian females were more likely to take a leisure trip, compared to males. European Americans much more likely to visit a NA were young persons with

moderate to high income levels.

The survey asked respondents to agree/disagree with 18 statements describing barriers which may have affected their travel to natural areas. The importance of each barrier is broken down into three types of travelers identified earlier in this study; respondents who did not take a leisure trip away from home, persons who traveled but did not visit a natural area, and respondents who visited a natural area. The most constraining barriers for all three groups were

- lack of free time
- few friends travel or recreate in (natural) area
- nearby destinations were too crowded
- their financial situation
- don't know where to go/what to do

There were significant differences in barriers between those who did not take a leisure trip, those who visited a NA and those who took a trip but did not visit a NA. *Time commitments, financial constraints and not enough workers of my ethnicity* were significantly more important to respondents who did not take a leisure trip, compared to those who took a leisure trip. There were also significant differences between respondents who visited and did not visit a NA in terms of *perceived discrimination and feeling welcome traveling enroute or within a NA*. "Minority" ethnic groups were more likely to express the belief that not feeling welcome was an issue, than their European American counterparts.

Respondents who took a vacation during the study period chose one of 16 statements describing potential reasons why they decided to take a vacation. The top five motives for respondents who took a vacation were *escape from daily routine, viewing scenery, being with family or friends, seeing something different, and going to a safe area*. Significant differences in motive for vacationing in a NA versus taking a vacation that did not visit a NA were *viewing scenery, experiencing quiet, getting exercise, developing spiritual values and (not) maintaining cultural roots*. There were significant differences in the importance of motives between the four ethnic groups.

The final objective of the research was to develop and test a model of outdoor recreation participation in undeveloped natural areas incorporating the variables of socio-economic status, ethnicity, assimilation, and perceived discrimination. Logistic regression results showed that respondents significantly less likely to visit an undeveloped natural area were those with low levels of socio-economic

status, low levels of assimilation, who had moderate to high perceived discrimination, and who were of African American ethnicity. There were no significant differences between Asian, Hispanic and European Americans in their probability of visiting a NA, once intervening variables were held constant. In other words, Hispanic, Asian and European Americans were equally likely to visit natural areas, and possibly participate in EE programs, once differences in education, income and feeling welcome are eliminated.

We have identified several sub-groups within Los Angeles county that are substantially under-utilizing undeveloped natural areas (less than 25% visited) and could have special efforts made to encourage participation: African Americans in general, but especially females and those with lower education level; younger Hispanic respondents and those who are not U.S. citizens and have lower income and education levels; and Asians with low income. Sub-groups with the highest levels of visitation to undeveloped natural areas (more than 45% visited) were European Americans in general, especially young adults, males, and those with high income levels; Asian citizens in general and those with high income; and Hispanic Americans with high education and income levels.

There appears to be six important barriers to natural area visitation cited by groups that under-utilized wildlands, for which management agencies and EE providers could realistically develop intervention strategies. The most critical and workable barriers include: 1) Lack of friends to recreate with in natural areas; 2) Too crowded at natural areas; 3) Want more workers of my ethnicity; 4) Feel unwelcome and discriminated against; 5) Don't know where to go or what to do; and 6) Lack transportation options. Many possible alternative strategies for reducing these barriers could be developed, and local professionals are already working on some of these.

Data from the Los Angeles research and our panelist experiences suggest that public agencies that manage wildland resources and organizations that provide EE programs must be proactive by creating new programs and expanding existing intervention projects which encourage participation. Better communication and promotion to residents about the opportunities and benefits of outdoor recreation and EE programs in undeveloped natural areas is needed, or land management and EE program providers risk missing unique business opportunities and societal responsibilities to serve growing, and increasingly ethnic, urban populations.

(References are given in Appendix D.)



APPENDIX A

EXPERIENTIAL ACTIVITIES TO HIGHLIGHT TEAM STRATEGIES

Competitive Activity

Participants are divided into teams of 6-10 members each. Mark an area in the middle of the room to serve as the playing field (a large rectangle or square), leaving enough space on the outside of the area to establish a bench for each team (approximately 6' long). Each team should send 3-4 players onto the field where there are many tennis balls with letters on them. The players on the field will be blind and must be verbally guided by their seeing teammates on the bench to spell a word that has been given to each team. The first team that spells their word correctly is declared the winner. The winning team will receive a prize to increase the level of competition.

Focusing on the Mission Activity: The Human Knot

This activity is one of the most simple and effective activities that allows athletes to see the importance of everyone working together to achieve a common goal. The exercise requires an even number of participants. Groups of eight or ten people are ideal. If you have larger teams, break them into smaller groups. Have each group form a small circle. Have members raise their right hand and join it with another person's right hand who is standing across from them. Then, have them join their left hand with another person across the circle from them (should not be the same person that is holding their right hand). The group's challenge is to untangle themselves while hanging on to each other's hands at all times. The goal is for the group to form one large circle or two smaller inter-connected circles. Ask the athletes how this activity relates to their team. Ask them what they needed to do to achieve their goal and what the team will need to do to accomplish its mission. If not mentioned by the athletes, tell them they will face many difficult situations along the way to their final destination and it is important to work together to overcome those situations.

Communication Activity: Blindfold Shapes

(see Martens, 1987 for effective communication ideas)

The objective of this game is to promote specific communication and listening among members of a team. You will need a large area,

blindfolds for every member of the team, and a rope about 50 to 100 ft. in length depending on the size of your team. Athletes should then spread themselves evenly along the rope and then put on their blindfolds. Give them a letter or geometric shape they are to form as a team using the rope. They must communicate with each other to form the specified shape. Once they feel they have formed the shape, they may remove their blindfolds and determine their progress. You can begin with easy shapes like squares or triangles and move to more difficult ones as they improve. You can also place a time limit on the activity to increase the pressure to perform. After completing the task, have the team members discuss the communication they used to complete the exercise. Point out the importance of clear communication, listening, and proper feedback if they are not mentioned.

Team Cohesiveness Activity: Balloon Train

The purpose of this game is to show athletes the importance of being a cohesive unit. You will need a large space and twice as many large balloons as there are athletes. Set up a short slalom course using four to six cones or other objects they can easily see. Place the cones on a diagonal slalom course about 5-10 yards away from each other. Each member of the team should blow up a balloon. All extra balloons remain deflated for now. Each athlete must place their balloon between their navel and the teammate in front of them. The players must be close enough to each other so the balloons are supported between the navel of one person and the back of another. The team is to now walk as a team through the slalom course without dropping or popping a balloon. If a balloon drops or pops the entire team returns to the start and a new balloon is inflated. The difficulty of the activity can be increased by placing a time limit or having a limited number of balloons available as replacements. Upon completion of the exercise, have the team sit in a circle and ask each member to contribute something to the discussion. The activity requires the team to work together in close proximity to achieve a common goal. Team members must also not invade too far into another's personal space or the balloons will pop.



APPENDIX B

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*Strategies for Addressing Diversity Issues Relating to Risk Management **

1. Hire and train outdoor leaders who are sensitive and knowledgeable to differences in gender, are ethnically competent, and understand issues around people with disabilities.
2. Actively recruit and train representative staff of the populations and culture your program serves.
3. Training modules should include increasing personal awareness. This includes teaching leaders about the conscious and unconscious prejudices and assumptions they hold.
4. Operate a holistic recruitment and training program, and promote attention to cultural
5. Representation and understanding.
6. Conduct an internal audit of representative staff to student ratios.
7. Leaders should value awareness, personal growth, embrace change as outcomes of the learning process. Leadership that balances different learning styles and is distinctly organized around goals of social awareness, knowledge, and action-oriented behavior will undoubtedly decrease subjective hazards. Accommodating various learning styles is critical.
8. Value diversity as it relates to programming and risk management in the same way as
9. Valuing a good safety briefing prior to a course going out into

the field. Step "outside the box" of traditional risk management concepts and integrate the emotional aspects of safety relating to gender, culture, religion, sexual orientation, etc.

10. Attend to social relations in the wilderness. Instruction should help participants name behaviors that emerge in group dynamics, understand group process, and improve interpersonal communications, without blaming or judging each other.
11. Use reflection and personal history/background as tools for experiential learning. Program instruction can begin from the participant's world view and experience as the starting point for dialogue or problem-solving.
12. Allow contradictions and tensions to emerge. Part of what is often overlooked relates to fear of the leader to allow tensions and personal anxiety within themselves and/or participants to materialize. Overlooking tensions, attempting to resolve contradictions, or inappropriately relieving uncomfortable situations often increases the level of risk to the mental and emotional safety of the group. These experiences and feelings are an integral part of the learning process in wilderness education. Leaders should allow themselves to experience the discomfort as well as encourage participants to step out of their "comfort zone." This helps participants work through their own learning, and strengthens instructors' potential of becoming better leaders.
13. Administer an internal assessment of clinical/critical incidents that may link your programs and leadership to diversity issues arising. Determine if there are trends, and allow those trends to provide information about the program areas needing additional training.

* Some of these principles and strategies have been adapted and modified from Adams, Bell, & Griffin (1997), and Fowler & Mumford (1995) for applicability to experiential education and wilderness programs.

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APPENDIX C

NATURE JOURNAL CONSTRUCTION

(Easiest, least expensive, and delightfully messy and memorable)

Supplies: • chipboard 5" x 9" x 1/8" thick (cardboard will work, but is not as durable)
• liquid starch (great inexpensive adhesive for large numbers or watered down Elmer's Glue)
• 8 1/2" x 11" pieces of paper
• rubber bands
• newspaper (to protect work surface) or flat surface outside
• muslin (least expensive bolt you can find) cut into 12" x 9 1/2" pieces

1. Soak muslin in a tray of starch. Then squeeze starch out.
2. Lay wet muslin on flat surface and smooth it out.
3. Soak two pieces of chipboard (the journal's covers) and hold on an angle over the tray, allowing excess starch to drip off. If possible, have a partner squeegee it some.
4. Lay the chipboard, centered on muslin, with pinky width space between pieces.
5. Fold corners of muslin inward like a dog-ear.
6. Fold all four edges of muslin onto the chipboard.
7. Soak an 8 1/2" x 11" piece of paper in starch, squeegee it off, and lay it over folded edges. This will hold down muslin edges and act as the front and back inside cover of the journal when dry.
8. Find a small tree and use low branches as hangers. Full sun will dry journals in a couple hours, or set on newspaper on window sills to dry over night.
9. Use either rubber bands, leather (or you can sew), to hold 10-20 pieces of paper. Additional papers may be added.
10. On the first day of use, the following is a wonderful way of beginning a truly different and meaningful NATURE JOURNAL:
Take joy in doing this yourself or with a friend—only in this way can you become excited about "nature's paint brushes." It will also greatly assist you in the pitfalls, etc. that will arise with your population—and it TRULY works with all ages— young children and way beyond.
Pick a field or an area where you know there are a lot of flowers, berries, shades of green, different browns from dirt, clay,

or bring pieces of charcoal with you.

Make a palette of 20 or more colors.

Share all the palettes, like having an art show.

Go back another time, or the same day, and paint that exquisite painting using the endless sources of paints all around you. Then have a grand art show with children coming up one at a time, demonstrating and describing their painting.
Send me some of the paintings!

11. Use the endless bag of tricks you possess for outside Acclimatizing activities—always having your students keeping their Nature Journals in their bookbag, tucked in their pants, or in their hands. Nature Journals can be used all year long. Some seasons offer more paints than others. But you will become amazed at where mother nature hides some of her paints.
12. To make your newly made Nature Journals unique, gather pokeberries in the fall. Have the children crush them up using an old-fashioned meat grinder, mortar and pestle, or a blender. Use the ink as a bright magenta color. Walnut husks boiled in water makes another marvelous rich brown ink.
13. Carve sticks, or use feathers for pens.

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APPENDIX D

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